DOCUMENT RESUME

ED 353 858 FL 800 591

AUTHOR	Nunes, Evelyn H., Ed.
TITLE	Learning Resources Evaluations Manual.
INSTITUTION	Virginia Commonwealth Univ., Richmond. Virginia Adult Education and Literacy Resource Center.
SPONS AGENCY	Department of Education, Washington, DC.; Virginia State Dept. of Education, Richmond.
PUB DATE	92
NOTE	415p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Career Development; Career Education; Citizenship Education; Computer Oriented Programs; Computer Software; Consumer Education; Coping; Critical Thinking; Daily Living Skills; Driver Education; *English (Second Language); High School Equivalency Programs; *Instructional Materials; *Literacy Education; Mathematics Instruction; *Media Selection; Nutrition Instruction; Reading Instruction; Science Instruction; Second Language Instruction; Social Studies; Study Skills
IDENTIFIERS	*Workplace Literacy

ABSTRACT

This manual contains evaluations of 196 instructional products listed in Virginia's Adult Basic Education Curricula Resource Catalog. It is intended as a convenient reference manual for making informed decisions concerning materials for adult learners in adult basic education, English-as-a-Second-Language instruction, and general educational development (GED) high school equivalency programs. The materials included in the manual (books, workbooks, videotapes, computer software) were field tested and assessed by eight specialists, using an evaluation checklist. Materials are listed alphabetically by content area: career development/education; citizenship; commercial driver's licensing; consumer education; coping/survival skills; critical thinking; English grammar and usage, spelling, and writing; English as a Second Language; General Educational Development (GED) mathematics; pre-GED; reading; science/health and nutrition; social studies; study skills and test preparation; technology in education and software; and workplace literacy. Some titles that are useful in more than one category are cross-referenced. Each citation notes basic bibliographic information, price, publisher or source, format of the materials, evaluator comments, and ratings of aspects of the materials' goals and objectives, validity, content, objectivity, components and organization, and adequacy of teacher materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED353858

LEARNING RESOURCES EVALUATIONS MANUAL

EDITED BY

EVELYN H. NUNES

VIRGINIA COMMONWEALTH UNIVERSITY
VIRGINIA ADULT EDUCATION & LITERACY RESOURCE CENTER
RICHMOND, VIRGINIA

FL 800591

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Evelyn H. Nunes
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

TABLE OF CONTENTS

TOPIC **PAGE**

Acknowledgments ii

Introduction iii

Career Development/Education 1

Citizenship 17

Commercial Driver's Licensing 23

Consumer Education 31

Coping/Survival Skills 35

Critical Thinking 45

English (Grammar and Usage, Writing, Spelling) 49

English as a Second Language (ESL) 79

General Educational Development (GED)

- Interpreting Literature and the Arts 155
- Mathematics 163
- Science 173
- Social Studies 179
- Writing Skills 189
- All Areas 199

Mathematics 201

Pre-General Educational Development (Pre-GED)

- Interpreting Literature and the Arts 225
- Mathematics 227
- Science 229
- Social Studies 233
- Writing Skills 239
- All Areas 243

Reading 245

Science/Health and Nutrition 311

Social Studies (Government, History) 319

Study Skills and Test Preparation 353

Technology in Education/Software 367

Workplace Literacy 391

FL 800591

ACKNOWLEDGMENTS

The **LEARNING RESOURCES EVALUATIONS MANUAL (LREM)**, produced by the Virginia Adult Education and Literacy Resource Center, was made possible through a 353 Special Project grant supported by the United States Department of Education and the Virginia Department of Education.

The Virginia Adult Education and Literacy Resource Center would like to acknowledge the contributions of the following teachers who served as Resource Center Associates during the 1991-1992 fiscal year: Charline Barnes, Lorton; Thomas Bello, McLean; Gloria Combs, Dayton; Maravia Ebong, Richmond; Susan Erno, Charlottesville; Ellen Graham, Virginia Beach; Sherri Jones, Warrenton; Harriet Long, Virginia Beach; Elizabeth Prins, Richmond; Judith Nielsen Rikken, Charlottesville; Irene Roberts, Henrico; Judith Spiegel, Fairfax Station; Michelle Tait, Henrico; Martha Thaler, Richmond; Ann Marie Turk, Burke; Betty Walker, Grottoes; David Wright, Sandston; and Catherine Moyers-Youell, Craigsville. It was a pleasure working with such a talented and professional group. Their work is greatly appreciated.

The Center would also like to recognize the contributions of education students in Dr. Stanley Baker's EDU 552 (Teaching English as a Second Language) class, Dr. Nancy Boraks' REA 602 (Teaching Reading to Adults) class, and Dr. Judy Richardson's EDU 391 (Open Mind Through Literacy) class at Virginia Commonwealth University. They provided valuable input through their critiques of learning/teaching tools borrowed from the resource center.

Special thanks go to Robin Renee Johnson, for typing the material; Reginald Tinsley, for the cover design; Michael Dickerson, for supervising the printing; and Mark Stephen Nunes, for doing the binding.

INTRODUCTION

The Virginia Adult Education and Literacy Resource Center would like to share with you the 1992 edition of the **LEARNING RESOURCES EVALUATIONS MANUAL (LREM)**. The manual contains evaluations of instructional products listed in the **ABE CURRICULA RESOURCE CATALOG**. The **LREM** was developed on the premise that materials evaluation is essential to the successful delivery of instruction and accomplishment of program goals. Through the **LREM**, it is hoped that busy teachers and other literacy providers will have a handy reference that they could use to make informed decisions/choices concerning materials for adult learners. Its aim is to help adult education practitioners meet the needs of ABE, ESL, and GED students.

The 1992 **LEARNING RESOURCES EVALUATIONS MANUAL** is the result of a project called the **RESOURCE CENTER ASSOCIATES (RCA)** program. In cooperation with the Virginia Adult Education and Literacy Resource Center, eighteen of the Commonwealth's experienced teachers representing various levels and content areas in literacy and adult education field-tested books, workbooks, videocassette tapes, and software. They sampled the lessons, tried suggested activities and exercises, and noted what their students thought of the instructional materials. The RCA's evaluations form the corpus of the LREM.

The evaluative checklist used in the **LREM** was chosen from a 1977 grant-funded project developed by Western Iowa Tech Community College, **DEMONSTRATION: ABE STUDENTS IN LEVEL I PROGRESS BETTER WITH SPECIAL METHODS AND MATERIALS.** The checklist is versatile, manageable, and quite comprehensive. Information regarding the reading difficulty level of a material is also included. For consistency's sake, the Fry readability formula was employed throughout. Based on their reading difficulty, the texts are identified as preliteracy, Level I (beginning), Level II (intermediate), and Level III (advanced), followed by corresponding grade levels.

A TABLE OF CONTENTS is provided, listing topics/subjects and page numbers. Some titles that are useful under more than one category are cross-listed for easy reference. Educational materials that are included in the LREM are available on loan at the resource center.

As always, the resource center welcomes and encourages requests for materials, as well as suggestions regarding new materials, which adult education personnel and volunteer literacy providers would like the center to purchase and evaluate. Please write or give us a call and share your ideas with us:

Virginia Adult Education and Literacy Resource Center
1015 West Main Street
Oliver Hall Room 4080 Box 2020
Richmond, VA 23284-2020
(804) 367-6521 or (800) 237-0178

Evelyn H. Nunes
Evelyn H. Nunes
Project Coordinator

John Pisapia
John Pisapia
Project Director

The **LEARNING RESOURCES EVALUATIONS MANUAL (LREM)** is a publication of the Virginia Adult Education and Literacy Resource Center, a 353 Special Project supported by the United States Department of Education and the Virginia Department of Education, with funds provided under Section 353 of the Adult Education Act, P.L. 100-297 as amended. The opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Virginia Department of Education, and no official endorsement by said offices should be inferred.

CAREER DEVELOPMENT/EDUCATION

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name AUTOMOTIVE BRAKES AND SHOP MANUAL

B. Copyright Date 1989

C. Price $32.35

D. Address McGraw-Hill Book Company
Princeton Road
Highstown, NJ 08520
Telephone: (800) 334-7344

E. Value This textbook is a great supplemental aid for students taking a "hands-on" auto mechanic's shop class.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

AUTOMOTIVE BRAKES AND SHOP MANUAL is a "task-oriented" textbook designed to cover each of the areas of the National Institute for Automotive Service Excellence (e.g. hydraulic brakes, drum brakes, parking brakes, vacuum assisted brakes). It also includes "hands-on" instructions.

The objectives are clearly stated at the beginning of each chapter. The textbook is filled with detailed graphics and illustrations. Procedures are numbered sequentially. A section of the text is dedicated to troubleshooting. The vocabulary is also explained at the end of each chapter.

Readability level _ _ III, Grade 11 (Fry) - Automotive Brakes
Readability level _ _ III, Grade 12 (Fry) - Automotive Brakes Shop Manual

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use			x	
22. Special inservice training is required			x	
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name AUTOMOTIVE ENGINES

B. Copyright Date 1986

C. Price $37.75

D. Address McGraw-Hill Book Company
Princeton Road
Highstown, NJ 08520
Telephone: (800) 334-7344

E. Value The textbook would be an excellent supplemental material for a "hands-on" automotive shop class.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

AUTOMOTIVE ENGINES provides students enrolled in an auto mechanic's course a great reference in conjunction with the actual "hands-on" type of instruction. Students will find detailed graphics outlining the latest model automobiles useful.

The textbook is organized in an easy to follow, step-by-step format. Some areas covered are: purpose and location of engine, engine types, engine design, spark ignition, basic engine systems, and fuel system.

AUTOMOTIVE ENGINES comes with an Instructor's Planning Guide and Shop Manual. The objectives are clearly stated at the beginning of each chapter. Review questions are provided at the end of each chapter.

*The cover was incorrectly attached to textbook.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required			x	
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name AUTOMOTIVE STEERING, SUSPENSION, AND WHEEL ALIGNMENT AND SHOP MANUAL

B. Copyright Date 1988

C. Price $25.90

D. Address McGraw-Hill Book Company
Princeton Road
Highstown, NJ 08520
Telephone: (800) 334-7344

E. Value This textbook will prove to be a great supplemental resource for students taking an automotive class.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook x
C. Teacher's Guide
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

AUTOMOTIVE STEERING, SUSPENSION, AND WHEEL ALIGNMENT AND SHOP MANUAL will prepare students to actually understand and repair the indicated sections of late model automobiles. While actual "hands-on" instruction will have to be provided, the graphs, photographs, and diagrams will make the transition from novice to qualified mechanic easier. The visual aids are well integrated with the content, and help the learner understand the material.

The textbook includes review questions at the end of each chapter. The objectives are clearly stated at the beginning of each chapter. Students will find a helpful glossary of terms in the final section of the book.

Readability level __ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use			x	
22. Special inservice training is required			x	
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CAREER INVESTIGATION

B. Copyright Date 1990

C. Price $24.95

D. Address Delmar Publishers Inc.
2 Computer Drive West, Box 15-015
Albany, NY 12212
Telephone: (518) 459-1150

E. Value This textbook will do well to supplement the career education aspect of an adult education program.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide	x	H. Reading Kit	
D. Tape		I. Other	Instructional Transparencies
E. Record			

III. COMMENTS

This textbook was originally written for middle school students to assist them in career decisions. This hardcover textbook offers these students opportunities to investigate career opportunities and expand career decision-making process.

However, the book could be used as a supplemental material in ABE; it will not insult the adult learner because it offers very good information on the working citizen, career opportunities, job hunting techniques, the economics of work, and time management skills. All of these are meaningful to the adult student.

A study guide and teacher's guide are available, as well as instructional transparencies for classroom use.

The teacher and students who participated in field-testing **CAREER INVESTIGATION** recommend the text to be used as a resource in the classroom.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested			x	
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MORE THAN A JOB

B. Copyright Date 1991

C. Price Teacher's Edition, $8.00; Student Text, $6.00;
Photocopy Masters, $39.00; and Tape, $15.00

D. Address New Reader's Press
Box 131
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value The students will be able to think about their own work history and future, to learn how the job market changes and why, and discuss ways that work affects life.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide x

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Photocopy Masters

III. COMMENTS

This material is an effective tool to help students recognize the multidimensions of being a part of the workforce. The student readings are written for intermediate level students. These readings on work and society are geared for the adult learners and provide a provocative basis for classroom discussion. A tape of the readings is available.

The teacher's manual gives a lengthy explanation of the material's purpose, as well as how to involve the student in the learning process.

Photocopy Masters are also available. These Masters are written on two separate levels, intermediate to advanced. Critical thinking, comprehension, and vocabulary skills are presented on these masters.

This material would be useful for classroom instruction and discussion, in addition to preparing students to think realistically about their job future.

Readability level _ _ II, Grade 7 (Fry) - More Than a Job Photo Masters
Readability level _ _ II, Grade 8 (Fry) - More Than a Job Readings On Work & Society

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ON THE JOB SERIES

B. Copyright Date 1986

C. Price Books 1-3, $5.30 each; Activity Books 1-3 ,$3.50 each

D. Address Cambridge Book Company
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The ON THE JOB series enables the teacher to present job-related literacy problems to adult basic education students.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

ON THE JOB is intended to provide practice with reading, writing, and computation skills within the workplace. Written at fourth-seventh grade levels, the series is designed to enable students to become familiar with several different types of reading material necessary in the working environment.

The text presents narrative material, while the activity book provides exercises for the adult learner to practice the newly learned skills.

Although the publishers did not indicate where the series was field-tested, it did note that research results were published by the authors in various academic journals such as The Adult Education Quarterly, and The Journal of Reading. However, the authors do note some of the research findings.

ON THE JOB, which consists of three books and workbooks, is best used for workplace literacy with a student population that involves basic education and/or English as a Second Language adults.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested			x	
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING SKILLS THAT WORK: BOOK TWO

B. Copyright Date 1991

C. Price $5.50

D. Address Contemporary Books Inc.
180 N. Michigan Ave.
Chicago, IL 60601
Telephone: (919)878-8434

E. Value The material provides strategies for interpreting reading material in the workplace.

II. FORMAT OF MATERIALS

A. Book ______
B. Workbook x
C. Teacher's Guide ______
D. Tape ______
E. Record ______
F. Slide ______
G. Worksheet ______
H. Reading Kit ______
I. Other ______

III. COMMENTS

This workbook is thorough in presenting reading skills which relate to the workplace. Units on interpreting written material, reasoning when you read, reasoning in life and work, reasoning strategies for tasks, and working on a team are followed by a comprehensive review. Each unit has an opening story that presents life situations, which is then followed by follow-up exercises and on the job activities.

The reading comprehension level for this workbook is geared toward intermediate adult learners.

The teacher and students who field-tested the material noted that the subject matter was keyed to the lettering and was easily readable. They did not appear to be crowded on the page.

Readability level _ _ II, Grade 7 - 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WORKWISE TACTICS FOR JOB SUCCESS

B. Copyright Date 1991

C. Price $5.25

D. Address Contemporary Books, Inc.
180 North Michigan Ave.
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value The workbook helps the job seeker to define interests, realize capabilities and develop interviewing skills.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The objective of this workbook is to help the job seeker to develop the skills needed to get a job, and be a successful employee. WORKWISE is divided into eleven units, with each unit beginning with a real-life job dilemma. There is a checkpoint at the end of each unit. Although an answer key is provided, some questions of personal nature will need review by the teacher, once answered.

This workbook is very thorough. Some students might find the material overwhelming. The huge amount of detail in each unit requires "upper high school" reading and comprehension ability.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts			x	
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do			x	
31. I recommend the purchase of these materials			x	

CITIZENSHIP

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name HANDBOOK FOR CITIZENSHIP

B. Copyright Date 1989 Second Edition

C. Price $6.95

D. Address Alemany Press
A Division of Janus Book Publishers, Inc.
2501 Industrial Parkway, West, Department J
Hayward, CA 94545
Telephone: (415) 887-7070

E. Value This is a useful guide for anyone preparing for the U.S. Naturalization examination.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook
C. Teacher's Guide
D. Tape x
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

HANDBOOK FOR CITIZENSHIP by Margaret Seely is designed to provide information needed to pass the U.S. naturalization examination. Available as a separate order is an audio-cassette tape containing "Practice Questions and Answers," from previous naturalization tests, as well as a Teacher's Manual.

The format consists of short reading selections about early U.S. history and the U.S. government, followed by practice words and questions which could be answered orally or in writing. The exercises testing the learner's comprehension are adequate. Capsule information of the fifty states, the tapescript of commonly asked questions, and answer key appear in the Appendices. Sample forms used in filing for U.S. citizenship are also included. The handbook provides practical information, and could be used both in a classroom setting and a self-study program at home.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LOOK AT THE U.S. SERIES

B. Copyright Date 1989

C. Price Books 1 & 2, $5.50 each; Teacher's Guide, $6.95

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value It is a good basic civics text which could be used in an ESL amnesty, or citizenship preparation class.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The series consists of three books covering basic facts about U.S. government and history. It is based on the federal citizenship textbooks. English language skills of listening, speaking, reading, and writing are emphasized.

Tasks include reading and evaluating information, understanding new vocabulary, answering questions in a variety of ways, such as by interpreting chart, maps, word puzzles, graphs, and by writing responses in complete sentences.

Besides Book 1, there is a preliteracy level for beginning adult learners, and Book 2, which is slightly more difficult than Book 1.

The information is stated clearly; however, while there are vocabulary listings, unfamiliar words are not defined. A dictionary would be required in the classroom. Teacher guidance is necessary. An advantage of the series is the variety of student activities and comprehension checks provided by the authors to make the lessons meaningful to the adult learner.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LOOK AT THE U.S.: AN ESL/CIVICS SERIES BASED ON THE FEDERAL CITIZENSHIP TESTS

B. Copyright Date 1989

C. Price Workbooks, $5.50 each; Teacher's Guide, $6.95

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value This is a contemporary history and government book that would be an asset to any ESL class.

II. FORMAT OF MATERIALS

A. Book ____________

B. Workbooks x

C. Teacher's Guide x

D. Tape ____________

E. Record ____________

F. Slide ____________

G. Worksheets (in Teacher's Guide)

H. Reading Kit ____________

I. Other ____________

III. COMMENTS

If one considers that the suggested reading level of **LOOK AT THE U.S.** is Level II (for intermediate students), Book 1 of this series is not meeting the author's stated level of "students who can speak, read, and write some basic English. Students finishing ESL Level I could perhaps handle Book 1.

The six appendices are excellent U.S. History and Government material. The handout worksheets in the teacher's guide are good. There are time lines at the end of each chapter to help the student. These books would be worth using in a regular ESL class, and not only one for Citizenship.

Readability level __ II, Grade 8 (Fry) - Book 1
Readability level __ II, Grade 8 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

COMMERCIAL DRIVER'S LICENSING

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CDL PRE-TRIP INSPECTION: SCHOOL BUS

B. Copyright Date 1990

C. Price $9.00

D. Address Department of Motor Vehicles
2300 West Broad Street
Richmond, VA 23221
Telephone: (800) 223-8782 or (800) 237-0178

E. Value This tape is very helpful for the school bus driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape Video	I. Other
E. Record	

III. COMMENTS

The videotape, CDL PRE-TRIP INSPECTION: SCHOOL BUS, identifies goals and objectives, and for the most part, meets the needs of both the teacher and the students. All concepts and skills are adequately addressed but the student will need assistance from a teacher to help interpret some of the information.

As a training tape for school bus drivers, it does what it should. It introduces concepts and skills, identifies major points and holds the attention of the student.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program				x
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials				

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CDL PRE-TRIP INSPECTION: TRANSIT BUS

B. Copyright Date 1990

C. Price $9.00

D. Address Department oF Motor Vehicles
2300 West Broad Street
Richmond, VA 23221
Telephone: (800) 223-8782 or (800) 237-0178

E. Value This tape is very helpful for the commercial bus driver who need to take the CDL test.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape Video

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The videotape, CDL PRE-TRIP INSPECTION: TRANSIT BUS, is available for people who plan to drive mass transit buses. This video was adequate, in terms of its goals and objectives being clearly stated and identified. Ways of assessing student achievement were not available; therefore, the teacher and students would be left to develop their own methods of evaluation. The materials were developed in a step-by-step fashion and could be followed independently by an advanced student. The focus of this film, transit bus inspection, is not a transferable lesson for people learning how to handle a school bus. It is not advisable to use this tape in conjunction with the training video used for school bus drivers even though the drivers, in a sense, are working for a mass transit system.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program				x
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials				

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name COMMERCIAL DRIVER'S LICENSE TEST STUDY BOOK SERIES

B. Copyright Date 1990

C. Price 10 Book set, $59.50; $4.95 each

D. Address Career Publishing Inc.
910 North Main Street
Orange, CA 92667
Telephone: (800) 854-4014

E. Value The material provides an illustrated study guide for each section of CDL test, combined with concise information.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

The CDL study books are appropriate for students who are preparing for the written CDL test. Beginning readers can also use this series with the help of a teacher or tutor. Each book covers one section of the Commercial Driver's Test and includes practice questions, an answer key, and a glossary. The books' strengths are the illustrations on each page combined with the clear, concise text.

CDL teachers who are not versed in trucking terminology find these books particularly helpful. The **HAZARDOUS MATERIALS TEST STUDY BOOK**, which clarifies and illustrates particularly complex regulations, is an invaluable guide to all CDL teachers.

This series improves the test performance of CDL students.

Readability level _ _ II, Grade 7 (Fry) - General Knowledge
Readability level _ _ III, Grade 9 (Fry) - Basic Control Skills and Road Test Book
Readability level _ _ II, Grade 8 (Fry) - Air Brakes
Readability level _ _ II, Grade 8 (Fry) - CDL 104 Helpful Facts
Readability level _ _ II, Grade 8 (Fry) - Combination Vehicles
Readability level _ _ III, Grade 9 (Fry) - Doubles/Triples
Readability level _ _ III, Grade 12 (Fry) - Hazardous Materials
Readability level _ _ II, Grade 7 (Fry) - Passenger Transport
Readability level _ _ II, Grade 7 (Fry) - Tank Vehicles

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CDL STUDY BOOK SERIES: COMBINATION VEHICLES

B. Copyright Date 1990

C. Price Workbook, $4.95; Videocassette tape $39.95

D. Address Career Publishing Company
910 North Main Street
Orange, CA 92667
Telephone: (800) 854-4014

E. Value This tape is very helpful for the truck driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape Video

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The videotape and book entitled, CDL STUDY BOOK SERIES: COMBINATION VEHICLES, is published by Career. It is one of a series of multimedia aids available to prepare drivers of large trucks and high occupancy vehicles for the Commercial Driver's License examination. The purpose of the materials is clearly indicated, and the content matches the goals and objectives stated. The book by itself is an adequate preparation material; however, in conjunction with the videotape, the material is better fathomed by both the student and the teacher. Intermediate and advanced level students can utilize this material effectively. There are no teacher guides with this material; however, the need for such is not crucial to being able to use the material.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

GOALS AND OBJECTIVES

	S	A	W	N/A
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			

VALIDITY

	S	A	W	N/A
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			

CONTENT OF MATERIALS

	S	A	W	N/A
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			

OBJECTIVITY

	S	A	W	N/A
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x

COMPONENTS AND ORGANIZATION

	S	A	W	N/A
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		

TEACHER MATERIALS

	S	A	W	N/A
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included	x			

SUMMARY AND RECOMMENDATIONS

	S	A	W	N/A
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

CONSUMER EDUCATION

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONSUMERS AND THE LAW

B. Copyright Date 1987

C. Price $179.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value Critical thinking skills are used to interpret case studies of consumer's rights disputes. It is interactive, interesting, and challenging for GED level students.

II. FORMAT OF MATERIALS

A. Book ______	F. Slide ______
B. Workbook ______	G. Worksheet ______
C. Teacher's Guide ______	H. Reading Kit ______
D. Tape ______	I. Other Apple II software; 3 disks,
E. Record ______	back-ups, & documentation

III. COMMENTS

For an adult GED student, CONSUMERS AND THE LAW is a highly interesting, interactive computer program. As the title suggests, the topics covered are both useful and relevant to adults. Topics include legal contracts, both written and oral, product guarantees and warranties, and consumer rights. Clear and concise explanations are followed by practical problems which test both the student's understanding of the subject and his/her ability to interpret new information and apply it in a given situation. For example, one problem involves a consumer who purchased merchandise and later found it to be defective. The student learns that in this situation, the consumer has three options: 1. contact a government agency, 2. contact the manufacturer, or 3. return the item to the store. Each option is fully explained and the student decides which is best. The student receives immediate feedback after each question and a cumulative score at the end of each unit.

The teacher can easily evaluate students' progress using the management system. No teacher intervention is needed for the student to operate this program. The documentation is clearly written and easy to follow. It can be used by teachers with little or no computer experience. GED teachers will find this material a very useful addition to their class.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance			x	
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONSUMER ECONOMICS PROGRAM

B. Copyright Date 1988

C. Price Workbook, $5.50; Activity Book, $4.50

D. Address Quercus, A Division of Globe Book Company
190 Sylvan Avenue
Englewood Cliffs, NJ 07632
Telephone: (800) 877-4283

E. Value It provides beginning readers basic information in spending, budgeting, and consumer skills. It is appropriate for teens and adults.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This series includes two workbooks and two activity books. Originally designed for teens, its name has been changed so that adults will be comfortable in using it. Spache reading level 2.5 is supplemented with vocabulary that is defined. The teacher's guide is an outline of the text. Answers are not in the student books, thus making them teacher dependent.

Book One includes budgeting, consumer awareness, spending, saving, and ways to pay for services. Basic math skills are required for comprehension of this material.

Book Two includes skills preparatory to living on one's own. It deals with paychecks, budgeting, housing, transportation, and wise spending.

The activity books could be integrated in the workbook to reinforce concepts as they are introduced, and to save the expense of additional materials.

In field testing, it was felt that the material is geared to practical daily living skills. This, and the clear presentation, make CONSUMER ECONOMICS PROGRAM valuable for the levels to which it is geared.

Readability level _ _ I, Grade 3 (Fry) - Book 1
Readability level _ _ II, Grade 4 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

COPING/SURVIVAL SKILLS

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DRUG AND ALCOHOL ABUSE: A LIFE SKILLS SERIES

B. Copyright Date 1990

C. Price $5.55

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The focus is on substance abuse and what to do about the problem. It is a great health awareness workbook.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

With its emphasis on improving health awareness among adults, this is an appropriate workbook to be used with a science unit.

It is easy to read and students can check their own work. This workbook does not "talk down" to adult students. Teachers and learners alike will appreciate the self-guided work format of the workbook.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name INDEPENDENT LIVING: A LIFE SKILLS SERIES

B. Copyright Date 1990

C. Price $5.85

D. Address Prentice Hall
1113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value It is appropriate for ESL adult students who need to learn more about American living.

II. FORMAT OF MATERIALS

A. Book__________

B. Workbook x

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other__________

____

III. COMMENTS

Like all other workbooks in the LIFE SKILLS SERIES, this is appropriate for adult students due to its easy readability, good content, and self-checking format.

The topic deals with American living. This would be more appropriate for English as a Second Language (ESL) adult students because it covers American way of life that students new to this country would need to know. However, it may be also appropriate for rural students since the content is based on urban-style living.

Readability Level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name JOB PREPARATION: A LIFE SKILLS SERIES

B. Copyright Date 1990

C. Price $6.00

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value Resume writing and job preparation skills are extremely useful for adult students and this is a good workbook for career focus.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide ____

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

This workbook, which is a part of Prentice Hall's LIFE SKILLS SERIES covers materials that adults need to learn. It is particularly useful to those who are looking for employment. Teachers can use the workbook as part of an interdisciplinary unit. Although the text is of interest to adults of varying competencies, it is written at a reading level that does not complicate the job of learning the material. Explanations are quite comprehensive and repetitious enough to reach most students at some point.

A commendable feature of the series is the review and summary at the end of each lesson. In addition to the positive content, students can check their own work by referring to the answer key at the final section of the book.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MATHEMATICS FOR CAREERS SERIES

B. Copyright Date 1981

C. Price Workbooks $9.95 each; Instructor's Guide $8.00

D. Address Delmar Publishers
2 Computer Drive West, Box 15-015
Albany, NY 12205
Telephone: (518) 459-1150

E. Value Students preparing to master math skills will find this series useful.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

MATHEMATICS FOR CAREERS is a series consisting of eight workbooks. It provides ample practice exercises for learners who are studying major math concepts, such as addition, subtraction, multiplication, division, decimals, fraction, percents, measurement, geometry, and consumer application. The workbooks follow a sequential arrangement, starting with addition and subtraction at a high-beginning level, increasing in difficulty until advanced level math skills are reached. The materials could also be profitably used by remedial adult students.

The format is attractive and clutter free. The large print is easy to read. The activities are fun and motivational. Each chapter provides practical measures to clarify difficult concepts. Techniques given to master math operations are easy to follow. Concrete references are used; and lessons with practical application to jobs in which the math skills learned can be related. Students will find **CONSUMER APPLICATIONS**, the last workbook in the series, beneficial. It reviews all the skills covered in the other workbooks. An Instructor's Guide provides answer keys and evaluative reviews. The series would be a valuable tool for those teaching or learning mathematics.

Readability level _ _ II, Grade 5 (Fry) - Multiplying & Dividing; Measurement & Geometry
Readability level _ _ II, Grade 5 (Fry) - Consumer Appplications
Readability level _ _ II, Grade 6 (Fry) - Mixed Numbers; Percents; Decimals
Readability level _ _ II, Grade 6 (Fry) - Adding and Subtracting Whole Numbers
Readability level _ _ II, Grade 7 (Fry) - Fractions

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required		x		
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MONEY MANAGEMENT: A LIFE SKILLS SERIES

B. Copyright Date 1990

C. Price $6.00

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value Consumer education and managing one's finances are emphasized in this workbook.

II. FORMAT OF MATERIALS

A. Book ____
B. Workbook x
C. Teacher's Guide ____
D. Tape ____
E. Record ____
F. Slide ____
G. Worksheet ____
H. Reading Kit ____
I. Other ____

III. COMMENTS

This workbook is part of Prentice Hall's LIFE SKILLS SERIES. It covers consumer math which adults need to learn.

It is written at a reading level appropriate for beginning and low intermediate adult readers. Examples, key vocabulary, and comprehensive questions are all given to assist students in learning the material.

Self-checking (answers are provided in a separate section) enables students to make this an individualized activity.

The workbook is highly recommended for the basic adult student.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

CRITICAL THINKING

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CRITICAL THINKING FOR ADULTS

B. Copyright Date 1986

C. Price Student Edition, $5.34; Teacher's Manual $5.95

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value It is too difficult to use independently. Parts could be used effectively in conjunction with other materials.

II. FORMAT OF MATERIALS

A. Book____
B. Workbook x
C. Teacher's Guide____
D. Tape____
E. Record____
F. Slide____
G. Worksheet____
H. Reading Kit____
I. Other____

III. COMMENTS

Working independently with this book caused extreme frustration among students. They could not, for the most part, understand the directions, the examples, and were not clear about how to proceed. Teacher assistance did not help a great deal. The exercises had to be gone over step-by-step. Directions were not always clearly stated and the examples were often nonexistent or inadequate. The exercises did not always "work" with the instructions.

CRITICAL THINKING FOR ADULTS has an interesting concept and critical thinking skills are certainly needed by students; however, the workbook did not live up to expectations.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				
10. No confusing and/or conflicting concepts			x	
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use			x	
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do			x	
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name REAL NUMBERS: DEVELOPING THINKING SKILLS IN MATH ALGEBRA BASICS

B. Copyright Date 1991

C. Price $3.75

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919 878-8434

E. Value The material provides a valuable introduction to basic Algebra.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

This beginning Algebra workbook received rave reviews from adult students in beginning (basic) Algebra. They liked its design, presentation and organization. More importantly, everyone agreed the pace was perfect. No one found it overwhelming.

Each page presents one complete algebra concept. If any exercise is continued to the next page, new examples are given. The workbook is self-checking.

The teacher and students who field-tested the workbook believe that it would be a great addition to any adult education classroom.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

ENGLISH
(GRAMMAR AND USAGE, WRITING, SPELLING)

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DEVELOPING BASIC WRITING SKILLS

B. Copyright Date 1986

C. Price $79.00 each; $149.00 set

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This software completely explains the elements of writing with entertaining exercises.

II. FORMAT OF MATERIALS

A. Book
B. Workbook
C. Teacher's Guide
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other Apple II software, with manual and two diskettes

III. COMMENTS

If students could use this program to actually write, unlimited benefits could have been derived; instead, the program limits the user to basic memorization skills. Additional flexibility could have been utilized.

This program was designed for remedial students at sixth to ninth grade reading levels. Instructors will find the supplemental materials of use in actual writing exercises.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required			x	
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ENGLISH BY NEWSPAPER

B. Copyright Date 1984

C. Price $13.50

D. Address Newbury House Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480

E. Value In a group setting with much teacher guidance and aid, the book would be useful.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook ________

C. Teacher's Guide ________

D. Tape ________

E. Record ________

F. Slide ________

G. Worksheet ________

H. Reading Kit ________

I. Other ________

III. COMMENTS

This book could be useful for a unit in reading and understanding a newspaper. The activities in the text will work well in a group setting, and as stated in the book's foreword, with actual local newspapers on hand.

ENGLISH BY NEWSPAPER is difficult for students to use unaided, and without fairly lengthy explanation from the teacher. Many students will not be able to relate to what the exercises in the book are trying to do in connection with their GED preparation. Some students will not understand the "real" newspaper excerpts presented.

Readability level _ _ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives				
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use			x	
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ENTRY TO ENGLISH LITERACY

B. Copyright Date 1991

C. Price $8.95

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The text provides preparation for literacy or beginning level ESL class.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

ENTRY TO ENGLISH LITERACY, Books 1 and 2 is a series designed for beginning adult English learners who have marginal first language skills. Book 1 is composed of writing and reading activities, and Book 2 concentrates on building vocabulary through phonics. The texts serve to prepare students for the **REAL-LIFE ENGLISH SERIES**.

The exercises in Book 1 introduce concepts such as the alphabet, counting, and filling out forms, all dealing with survival skills. The teacher's guide provides specific directions, which is essential for preliteracy materials. The text's format may appear inflexible; however, the activities relate to everyday life, and personalizing is encouraged. In the same vein, Book 2 contains word exercises (all illustrated) which use vocabulary relevant to the student.

Using a textbook provides the very low-level student with concrete evidence of what he is learning. Although intended as preparation for **REAL-LIFE ENGLISH**, **ENTRY TO ENGLISH LITERACY** can serve successfully as an introduction to any adult program.

Readability level __ Preliteracy

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ESSENTIALS OF READING & WRITING ENGLISH

B. Copyright Date 1990

C. Price $13.25

D. Address National Textbook Company
4255 West Touhy Avenue
Chicago, IL 60646-1975
Telephone: (800) 323-4900

E. Value It teaches students to read English using the phonetic approach.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

ESSENTIALS OF READING & WRITING ENGLISH is a three-book series that helps the student to improve reading and writing skills using the phonetic approach. Book One presents the alphabet, one-syllable, three-letter and short vowel words. Book Two introduces two or more syllables, short vowel words, blends, special sounds, endings and sight words. Book Three introduces multisyllabic words with long vowel and special sounds.

Book Three received a very positive response from the students who participated in the field test. Each unit begins with an overview of what skills will be covered. Unit One also includes a review section of previous sounds and words. Students who need to work on basic reading and writing skills would find this series very beneficial (including ESL students). This series must cover virtually all of the phonetic rules. The series is clearly geared for adults, not children, making the adult student feel even better about its use.

Book three reviews such specific skills as: long vowel sounds, special sounds, "r" & "aw" related vowel sounds, special consonant sounds, silent letter and contractions.

Readability level _ _ II, Grade 6 (Fry) - Book 1
Readability level _ _ II, Grade 6 (Fry) - Book 2
Readability level _ _ II, Grade 7 (Fry) - Book 3

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name EXPRESS YOURSELF IN WRITTEN ENGLISH

B. Copyright Date 1990

C. Price $10.60

D. Address National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60645-1975
Telephone: (800) 323-4900

E. Value The workbook guides students through the writing process by helping them to develop effective writing techniques.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

EXPRESS YOURSELF IN WRITTEN ENGLISH is a 101-page workbook that helps students to develop the skills necessary to write concise paragraphs and compositions. Students work through the fundamentals of effective single paragraph composition. They become familiar with outlines, and plan and write essays.

The workbook is divided into two basic parts. Part I works the student through simple listing paragraphs, order of importance paragraphs, time order paragraphs, and spatial order paragraphs. Each topic starts with simple models, and easy practice exercises. These very gradually increase in difficulty until the topic has been fully covered and mastered. The nature of this workbook does not allow self-checking of exercises. A teacher or aide should review all work as completed.

Part II guides the student through multiparagraph compositions, contrastive compositions, and cause and effect compositions.

The teacher and students who participated in field-testing the material thought highly of it. They felt it was concise, and a valuable English tool. It would be a welcome addition to many classrooms.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name FEELINGS ILLUSTRATED (LOVING, LAUGHING, PLAYING, WORKING)

B. Copyright Date 1987

C. Price Book, $2.75 each; Set, $9.50

D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value The material intends to stimulate responses to illustrations of feelings.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

This beginning level series of four books illustrating the feelings of LOVING, LAUGHING, PLAYING, AND WORKING is designed to elicit reactions and responses from students. Adult learners are invited to supply their own captions, pick their favorite photo, pick a person they would like to be in a photo, etc.

Although the photos are good, interesting, and often entertaining, the same student stimulation could be achieved by judicious selection of newspaper or magazine photos by the teacher or the students themselves.

Readability level _ _ I, Grade 1 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified			x	
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				x
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified				x
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name GRAMMAR IN ACTION

B. Copyright Date 1991

C. Price $13.00

D. Address Newbury House Publishers
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480

E. Value This series provides grammar practice through speaking, reading, and writing.

II. FORMAT OF MATERIALS

A. Book ____
B. Workbook x
C. Teacher's Guide ____
D. Tape ____
E. Record ____
F. Slide ____
G. Worksheet ____
H. Reading Kit ____
I. Other ____

III. COMMENTS

GRAMMAR IN ACTION is a series consisting of three illustrated grammar workbooks. All three are focused and designed around the format of black and white pictures, varied oral and written exercises, and grammar reference charts. The vocabulary is taught through context. The pictures are used to elicit vocabulary and encourage students to relate it to their own experiences. The variety helps the students to speak, write, review and reinforce their learning. This is accomplished by giving examples, speaking, and writing. Sometimes the students underline, circle, match a sentence to a picture, or decide if it is true or false. The exercises can be used with whole class, small groups, pairs or individually. The writing exercises are contextualized. The students fill in, form sentences, or answer questions about context.

Workbooks 1 and 2 have twenty-four units each, and Workbook 3 has twenty-one units. Topics vary, such as, fast food, sports, disco, divorce, college life and job interviews. The appendices in Workbooks 1 and 2 are cardinal and ordinal numbers, spelling rules for present continuous and past tense verbs. In Workbook 3, the present past and past participles of about sixty verbs are used. In Workbook 2, there are teacher's guides that accompany the exercises. There are grammar boxes at the conclusion of each unit which can be used for review or reference. Overall this series would be an excellent supplement for grammar practice for beginning and low-intermediate students.

Readability level _ _ I, Grade 2 (Fry) - Book 1
Readability level _ _ I, Grade 4 (Fry) - Book 2
Readability level _ _ II, Grade 5 (Fry) - Book 3

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name GUIDEBOOK TO BETTER ENGLISH

B. Copyright Date 1989

C. Price Workbook, $9.32; Masters, $27.00; Tests, $1.89; Teacher's Handbook, $4.29; Answer Key, $2.07

D. Address Phoenix Learning Resources
468 Park Avenue South
New York, NY 10016
Telephone: (800) 221-1274

E. Value The workbook helps students to improve language skills.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Test Booklet

III. COMMENTS

GUIDEBOOK TO BETTER ENGLISH is a four-part workbook series designed to enable the student to work independently on language skills. Each level consists of nine units. There are diagnostic and achievement tests for each unit. Each individual unit also provides a topic for composition practice.

Each workbook contains a guide that clearly explains rules, provides examples and practice exercises. The series is completely self-checking. Composition work would require teacher review. The reading level is seventh grade, and would prove difficult for slow readers, unless help is available.

Level 1 topics include introductions to Punctuation, Capitalization, Synonyms & Antonyms and Singular/Plural Words. By Level 4, difficulty has climbed to topics such as Sentence Elements, Verbals, Dependent Clauses, Compound Elements and Parts of Speech.

This series provides the student with materials to effectively improve language skills. The use of four levels (averaging 150 pages each) allows for quality and quantity, all in a good series.

Readability level _ _ II, Grade 7 (Fry) - all levels

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name HOW TO WRITE TERM PAPERS AND REPORTS

B. Copyright Date 1992

C. Price $7.95

D. Address National Textbook Compnay
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975
Telephone: (800) 323-4900

E. Value It teaches the A-Z of term paper writing.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

HOW TO WRITE TERM PAPERS & REPORTS is an extremely thorough guide to term paper writing. Arranged sequentially, it begins with choosing a topic, looks at styles of writing, research, grammar mechanics, and even includes a section on how to present papers orally if necessary. Examples are clear and abundant.

This guide would be excellent for use with upper high school students or in beginning college composition classes. Its use for adult education classes would probably be marginal.

Readability level _ _ III, Grade 12 (Fry)

BEST COPY AVAILABLE

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LIVING IN ENGLISH

B. Copyright Date 1989

C. Price Book, $12.95; Tapes, $29.95; Teacher's Guide, $5.25

D. Address National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
Telephone: (800) 323-4900

E. Value LIVING IN ENGLISH teaches nonspeakers of English essential language skills for real-life situations.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

In LIVING IN ENGLISH, language, vocabulary, and grammar skills are taught by role-playing and modifying natural conversations, in which the students work in pairs or groups. The activities encourage interaction. Consumer and cultural information are the focus of dialogues and written activities.

Real-life consumer skills include comparative shopping reading want ads, cashing a check, and setting a budget. Cultural information includes topics such as applying for a driver's license and enrolling a child in school. The material is written for beginning readers. The teaching format incorporates illustrations, charts, graphs, forms, and newspaper ads. This material is highly structured and provides little opportunity for creative conversation.

Readability level _ _ I, Grade 2 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PATTERNS IN SPELLING

B. Copyright Date 1989

C. Price Student Workbook, $4.75 each; Teacher's Guide, $7.95 each

D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value The material provides a systematic method of learning to spell English words.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide x

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other Placement Test

III. COMMENTS

PATTERNS IN SPELLING by Tim Brown and Deborah Knight is a structured program consisting of four workbooks of increasing difficulty. Designed for adults and older teens, the program attempts to provide students with a more systematic method of learning to spell through an awareness of patterns regularly found in English words.

Book 1 stresses patterns with short vowels; Book 2, patterns with long vowels; Book 3, patterns with consonant blends and digraphs; and Book 4, patterns with other vowel sounds. The aim is to enable learners to spell words correctly, as well as to predict the spelling of other words that have the same sound patterns. The workbooks are divided into units. Each lesson contained in the unit introduces representative words and sight words with specific spelling patterns. Skill-building exercise and writing activities provide students opportunities to practice and apply what they have learned. A diagnostic Placement Test to be used with **PATTERNS IN SPELLING** is available for $4.00.

Readability level _ _ I, Grade 3 (Fry) - Book 1
Readability level _ _ II, Grade 6 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included				
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use				
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name POWER ENGLISH: BASIC LANGUAGE SKILLS FOR ADULTS

B. Copyright Date 1990

C. Price $4.80

D. Address Cambridge University Press
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The workbook exercises are short, practice only one new idea, and can be used easily and successfully by students working independently.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This series consists of a locator test, eight workbooks, and a review book. The workbooks each have five chapters which contain several short, concise lessons on usage, mechanics, composition, and other aspects of English. Topics are repeated from chapter to chapter, book to book; i.e., capitalization may be presented in every chapter, a different rule presented each time. The reading level and difficulty increase slightly as the books progress.

Students seem to enjoy working with these books, and seem to move quickly and successfully through the exercises. Students using POWER ENGLISH can easily work independently.

There are, however, several drawbacks to this series; although the material is presented sequentially from chapter to chapter, the workbooks jump from topic to topic (i.e., capitalization to contractions to spelling) allowing only minimal practice for each lesson. Unless the whole series of eight workbooks is used by every student, only partial understanding of the topics will result.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name UNDERSTANDING AND USING ENGLISH GRAMMAR

B. Copyright Date 1989 Second Edition

C. Price $15.00

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value It is an intensive grammar text for an advanced (precollege or college level) class.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

UNDERSTANDING AND USING ENGLISH GRAMMAR is the third volume of a very popular three-volume series of texts by Betty Schrampfer Azar. Despite efforts to include oral and written exercises, make no mistake: these three texts focus exclusively on building grammar skills through concise charts, self-explanatory examples and ample exercises. The reviewer has field-tested all three volumes in his community college classes. This third volume, **UNDERSTANDING AND USING ENGLISH GRAMMAR**, comes in a single or split edition (split between verb forms and complex structures). It also has a student workbook and a teacher's guide.

The text is to be recommended for its clear explanations, for its varied and interesting exercises, and for its very reasonable price ($15.00 for 432 grammar-packed pages). From experience, a warning should apply: this text is not for the faint-hearted; for example, the text handles all the major verb tenses in the first chapter alone and proceeds from there. Only students with high-level grammar skills can hope to benefit fully from such a demanding text.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program				x
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WRITING GUIDES

B. Copyright Date 1990

C. Price $12.95

D. Address Active Learning Corporation
P.O. Box 254
New Paltz, NY 12561
Telephone: (914) 255-0844

E. Value This is an excellent writing guide.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide x	H. Reading Kit
D. Tape	I. Other Student Management Forms
E. Record	

III. COMMENTS

The objective of **WRITING GUIDES** is to help students write with confidence. A model of the writing that the student is expected to master begins each activity. Skill practice follows with a writing assignment.

This book follows a deliberate structure with each exercise building on each other. Students work independently. Any level student could benefit from the activities. An excellent management system with forms accompanies this program; however, they are not necessary in order to use this program. The material is factual and abbreviated.

Readability level _ _ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance			x	
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WRITING PARAGRAPHS

B. Copyright Date 1988

C. Price $5.95

D. Address Active Learning Corporation
P.O. Box 254
New Paltz, NY 12361
Telephone: (914) 944-3700

E. Value It is well organized, and can be used independently by a student.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

This book introduces students to basic tools of the writing process. It is designed to make writing easy.

The chapters are well organized and covers the various types of expository writing. An excellent checklist is provided after each chapter. The material is short, interesting, and concise.

Each chapter provides writing opportunities for teacher/student interaction. This tool can be used independently or in a group lesson. It follows a sequential order with each chapter building on each other. The material is relevant and not overwhelming. **WRITING PARAGRAPHS** is appropriate for intermediate and advanced level students.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

ENGLISH AS A SECOND LANGUAGE (ESL)

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name AMERICANA ARTICLES 1

B. Copyright Date 1987

C. Price $14.50

D. Address Newbury House
10 East 53rd Street
Highstown, NJ 08520
Telephone: (800) 628-4480

E. Value The book contains excellent discussion topics and good inference questions and vocabulary practice.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This book is classed as Level II but the concepts and discussion ideas seem more appropriate for Level III ESL. **AMERICANA ARTICLES** I offers short but interesting readings on topics pertinent to American life, i.e. television and advertising. It has excellent questions that require inference on the student's part. The articles provide good discussion questions at an adult level. This is a plus for the book as too few reading/discussion books give opportunity for either inferences or for topics that require introspective thought. For example, there is an article on shyness--is it cultural? Is it a positive or negative trait?

Vocabulary work is also good. There are exercises in each lesson requiring the student to change a word from noun, adverb, adjective and verb. This is usually confusing for ESL students and is rarely addressed in texts.

Readability level _ _ II

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name BUILDING ENGLISH STRUCTURES

B. Copyright Date 1991

C. Price $15.00

D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The text presents grammar from a notional/functional perspective.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook ____

C. Teacher's Guide ____

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

BUILDING ENGLISH STRUCTURES might pose a difficulty for high-intermediate adult ESL students who want to build their English structures starting with basics. First, the text opens with tag and yes/no questions; while more basic elements like prepositions (p. 431), conjunctions (pp. 311-312), and pronouns (pp. 159-166) come much later in the text. Second, the text teaches the grammar rules by requiring the students themselves to complete the rules. Most students never feel completely comfortable writing the rules themselves. Third, some students might regard the text as not "user-friendly" because of a confusing mix of activities. Many students would prefer a more straightforward text of grammar rules and extended exercises.

The teacher would recommend the text for its real-world work outside the classroom, allowing the students to practice their structures. The class that field-tested the above material found the activities varied, creative and fun. For noncount nouns, the real world assignment read: "Look in a catalog of the classes at your school or university and find the names of departments. Which ones have s at the end and are singular words?" (p. 65). The students enjoyed this exercise.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			x	
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified			x	
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do			x	
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CAUSE AND EFFECT: INTERMEDIATE READING PRACTICE

B. Copyright Date 1987

C. Price $17.50; for 4 or more copies $12.75 each

D. Address Newbury House Publishers
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480

E. Value It is an intermediate reading text, which includes word study and grammar structure exercises.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook ______

C. Teacher's Guide ______

D. Tape ______

E. Record ______

F. Slide ______

G. Worksheet ______

H. Reading Kit ______

I. Other ______

III. COMMENTS

Compared to Patricia Ackert's first book, FACTS AND FIGURES: BASIC READING PRACTICE, her second book, CAUSE AND EFFECT: INTERMEDIATE READING PRACTICE, is challenging, but also dry and not as much fun. The variety of readings went from 45 in the first book to 25 in this book, and the topics are not as interesting to students: for example, left-handedness and photovoltaic cells did nothing for anybody. The reading selections were longer, here, three to four pages, compared to one page in the first book; and longer--for adult ESL students--is not necessarily better. The exercises here are good, with better grammar content.

The students who field-tested CAUSE AND EFFECT INTERMEDIATE READING PRACTICE enjoyed the grammar exercises and the word-study practice. Although the class that field-tested the material enjoyed the grammar exercises and word-study practice, it preferred FACTS AND FIGURES: BASIC READING PRACTICE instead of CAUSE AND EFFECT: INTERMEDIATE READING PRACTICE. The students found the former more enjoyable as a reading text.

Readability level __ , Grade (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name COAST TO COAST

B. Copyright Date 1987

C. Price Student's Book, $7.95 each; Workbook, $4.50 each; Cassette, $15.95;
Drills Cassettes, $35.95; Teacher's Guide, $2.95 each

D. Address Longman, Inc.
95 Church Street
White Plains, NY 10601-1505
Telephone: (914) 993-5000

E. Value The material is useful in helping ESL students with limited exposure to spoken English develop language proficiency.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook x

C. Teacher's Guide x

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

COAST TO COAST is a three-level program which emphasizes student interaction. It is designed to meet the language-beginning needs of adult ESL students who have reached proficiency level of the "false beginner" -- people who have come into contact with a small amount of English either at school, in their daily lives, or on vacation, but cannot use it at all. Course materials include a student's book, workbook, teacher's manual, an audio-cassette containing dialogues and listening exercises from the student's book, as well as a set of cassettes for oral practice of pronunciation and functional communicative components. The teacher's manual contains the underlying student learning objectives for each lesson. The vocabulary and structures introduced are those that are relevant to their current interests and lifestyles.

The materials are best used with students who have already achieved a basic level of proficiency in the skills needed for pronouncing English words, inasmuch as polysyllabic lexical items are introduced from the earliest lessons. Lower proficiency students will need extra help in achieving a more thorough grounding in simpler, higher frequency English vocabulary. The cassettes for oral practice could be used by students working independently. The effectiveness of the materials could have been enhanced had the teacher's manual provided suggestions for meeting the needs of students of differing levels of proficiency and for evaluating student progress.

Readability level _ _ I, Grade 4 (Fry) -- Book 1; Workbook 1 _ _ II, Grade 5
Readability level _ _ II, Grade 6 (Fry) -- Book 2; Workbook 2 _ _ I, Grade 3

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested			x	
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CRACKING THE CODE: LEARNING TO READ AND WRITE IN ENGLISH

B. Copyright Date 1986

C. Price

D. Address University of Pittsburgh Press
Pittsburgh, PA 15260

E. Value It presents sounds and letter formation with practice exercises.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

CRACKING THE CODE: LEARNING TO READ AND WRITE IN ENGLISH was written for beginning level ESL students; however, it is an intimidating book even for a native speaker! A nonnative speaker might give up before he begins!

First, it is a very uninviting book. The exercises are very dry and directions seem difficult for a beginner. It could only be feasible with good teacher supervision. Second, it puts a great deal of responsibility on the teacher. Many example words and sentences are teacher produced. As any ESL teacher knows, this can contain many pitfalls.

Although designed as a beginning level text, the reading level suits intermediate ESL students more, and a teacher would have to be extremely careful to avoid the many contradictions and exceptions so prevalent in English! **CRACKING THE CODE** relies heavily on teacher-directed learning.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested			x	
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			x	
10. No confusing and/or conflicting concepts			x	
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified			x	
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases				
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex			x	
21. Materials are relatively easy to use			x	
22. Special inservice training is required				
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do			x	
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CROSSROADS 1, CROSSROADS MULTILEVEL ACTIVITY AND RESOURCE BOOK

B. Copyright Date 1991

C. Price Complete Package, $49.95; Student Book 1, $6.95; Teacher's Book, $9.95; Cassettes (2), $27.50

D. Address Oxford University Press
200 Madison Ave.
New York, NY 10016

E. Value It is a primary textbook and workbook for beginning ESL classes.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide x

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Resource Package and Activity Book

III. COMMENTS

CROSSROADS 1 and CROSSROADS 1 MULTILEVEL ACTIVITY AND RESOURCE BOOK are components of an exciting new adult ESL series. The basic text is accompanied by a tape, and the multilevel package is optional.

The series emphasizes competency skills and grammar. Basic skills are treated thoroughly; for example, through exercises on capitalization and punctuation. Realistic illustrations accompany exercises, as well as dialogues.

The multilevel package is the highlight of the series. It contains small-group activities, student-to-student dictations, games, and other exercises. Beginning ESL teachers will find it particularly helpful. Pages may be photocopied for classroom use.

The authors of CROSSROADS have incorporated new techniques which allow for flexibility and individuality. This is an excellent choice for an ESL program.

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CULTURALLY SPEAKING

B. Copyright Date 1986

C. Price $19.95

D. Address Harper & Row (Newbury House Publishers)
10 East 53rd Street
New York, NY 10022
Telephone: (800) 242-7737

E. Value It is useful as supplementary reading material.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

CULTURALLY SPEAKING is a supplementary reading text for the adult ESL class. The targeted audience is high school and college students, but any general adult class at the intermediate or advanced level will find its topics appropriate.

The goal of the reader is to stimulate class discussions. This is accomplished very well through selections based on cultural situations and good, clear photos, many of which show pertinent body language. Chapter themes vary from social situations (e.g. "Building Friendships") to competencies, such as going to the doctor. The vocabulary is up-to-date. Exercises provide numerous opportunities for flexibility and individualization; students can describe various aspects of their own culture and make comparisons.

An ESL program seeking materials to encourage oral and reading skills would benefit from **CULTURALLY SPEAKING.**

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE CULTURE PUZZLE

B. Copyright Date 1987

C. Price $12.75

D. Address Prentice Hall, Inc.
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This text, by emphasizing the importance of cross-cultural communication, makes ESL teaching/learning more meaningful.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook ____
C. Teacher's Guide ____
D. Tape ____
E. Record ____
F. Slide ____
G. Worksheet ____
H. Reading Kit ____
I. Other ____

III. COMMENTS

THE CULTURAL PUZZLE by Deena Levine, Jim Baxter, and Piper McNulty incorporates language learning and culture learning in a systematic way. Written for ESL students at the intermediate level, the material provides lessons that develop not only language fluency, but also an understanding of U.S. culture.

The format is easy to follow, beginning with a chapter introduction, followed by cross-cultural interactions, questions and discussion, interaction summaries/analysis, exercise and skill practice, U.S. culture, and cross-cultural notes. Post reading activities, a glossed vocabulary and answer key are also provided. The book is based on real life situations and uses a communicative approach to learning; however, it also stresses integrated skills in learning a second language.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE ENGLISH ADVANTAGE

B. Copyright Date 1991

C. Price Teacher's Resource Book, $20.25; Books, $11.50 each;
Workbooks, $7.50 each; Tapes, $36.00

D. Address Newberry House, Harper Collins Publishing, Inc.
10 East 53rd. Street
New York, NY 10022
Telephone: (800) 628-4480

E. Value The lesson plans and bonus pages of activities provided are a good collection of teaching materials.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook x

C. Teacher's Guide x

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The teacher and the students who field-tested THE ENGLISH ADVANTAGE found many things to recommend about the material. The student's texts are colorful and artfully presented in a modern way that is pleasing to the eye and makes the lessons attractive.

The subject matter is geared toward adults and tastefully selected. It presents situations in a polite way. The student's workbook has repeat and follow-the-example type work, but also has some higher level thinking skills, such as comparisons and problem solving.

The teacher's manual is most helpful in organizing classroom time for quick students and those that need more repetition of a skill. The lesson plans are clear, with good ideas for varying types of classes. Stimulating would be a word to summarize the overall text.

Readability level _ _ II, Grade 5 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate A Weak - W Non-applicable N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name EXPEDITIONS INTO ENGLISH: READING I, GRAMMAR I, WRITING I

B. Copyright Date 1991

C. Price Reading I, $11.50; Grammar, $13.00; Writing, $11.00

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value It is an excellent source of challenging supplementary material.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

EXPEDITIONS INTO ENGLISH is an adult ESL series. LISTENING/SPEAKING 1, READING 1, GRAMMAR 1, and WRITING 1 are the components of the beginning level.

The materials are content-oriented. LISTENING/SPEAKING, designed to be a springboard for discussion, introduces unit themes which are repeated in the other components. READING particularly focuses on topics of current interest, and introduces students to varied formats, such as recipes, letters and newspaper articles. GRAMMAR provides a wide variety of exercises.

The series does not emphasize survival skills. The intended audience is young adults and adults who are already literate; many themes and topics are related more to college than the working world. Except for LISTENING/SPEAKING, directions for the teacher are minimal.

Many competency-based ESL programs will find it too advanced for their students, but it would be an excellent source of challenging supplementary material.

Readability level _ _ II, Grade 7 (Fry) - Reading I
Readability level _ _ II, Grade 7 (Fry) - Grammar I
Readability level _ _ II, Grade 7 (Fry) - Writing I

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name EXPRESS YOURSELF IN WRITTEN ENGLISH

B. Copyright Date 1990

C. Price $10.60

D. Address National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60645-1975
Telephone: (800) 323-4900

E. Value The workbook guides students through the writing process by helping them to develop effective writing techniques.

II. FORMAT OF MATERIALS

A. Book
B. Workbook x
C. Teacher's Guide
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

EXPRESS YOURSELF IN WRITTEN ENGLISH is a 101-page workbook that helps students to develop the skills necessary to write concise paragraphs and compositions. Students work through the fundamentals of effective single paragraph composition. They become familiar with outlines, and plan and write essays.

The workbook is divided into two basic parts. Part I works the student through simple listing paragraphs, order of importance paragraphs, time order paragraphs, and spatial order paragraphs. Each topic starts off with simple models, and easy practice exercises. These very gradually increase in difficulty until the topic has been fully covered and mastered. The nature of this workbook does not allow self-checking of exercises. A teacher or aide should review all work as completed.

Part II guides the student through multi-paragraph compositions, contrastive compositions, and cause and effect compositions.

The teacher and students who participated in field-testing the material thought highly of it. They felt it was concise, and a valuable English tool. It would be a welcome addition to many classrooms.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name FACTS AND FIGURES: BASIC READING PRACTICE

B. Copyright Date 1986

C. Price Book, $17.50; for 4 or more, $12.75 each

D. Address Newbury House Publishers
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480

E. Value It is useful for beginning reading and vocabulary practice.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The high-intermediate to advanced adult ESL students who participated in the field test enjoyed the variety of reading selections in FACTS AND FIGURES: BASIC READING PRACTICE, even though the vocabulary was easy for them. The text includes forty-five different selections organized in nine units of five selections a unit. Each selection introduces ten to fifteen new words in boldfaced type. These words are illustrated or explained in the margin. Each word is used at least five times in the selection or accompanying exercises, and is repeated in later selections.

The readings are usually short, about a page long; most sentences are simple or compound, not complex. There were no sentences using the perfect tenses. The students were attracted by the wealth of interesting selections, from popcorn to zippers, from sumo wrestling to the first woman climbing Mount Everest. There is something in the text for everybody. A selection could be read each day, either for homework or in class together. The only drawback about this book is the use of poor visuals, which detract from the text. For example, in the reading selection on the Kiwi, the accompanying, unlabeled picture was of a bird, not a Kiwi, which confused the students.

Despite the poor visuals, this text is recommended because of its variety, its repetition of the vocabulary and its exercises as a good reading supplement to a high-beginning to low-intermediate adult class.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name FAR FROM HOME

B. Copyright Date 1987

C. Price $13.50

D. Address Newbury House Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480

E. Value It is useful as a supplementary reading material.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

FAR FROM HOME is a reading text for adult ESL classes reading at the low-intermediate level. Its goal is to increase basic vocabulary.

The reading selections center on contemporary themes; the thread is acculturation of non-natives and their families in the United States. Vocabulary lists are presented in the format of a dictionary to accustom students to using an all-English dictionary. In addition to traditional exercises, there are some activities designed for small groups.

FAR FROM HOME is straightforward, lacking in innovation, but it can be used individually. This reader would be of mediocre value in the classroom; however, it has merit as material for self-study.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name IDIOMS IN AMERICAN LIFE

B. Copyright Date 1987

C. Price $8.75

D. Address Prentice Hall, Inc.
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-4480

E. Value The book gives students an understanding and use of idioms that have been selected according to frequency of use and degree of difficulty.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

IDIOMS IN AMERICAN LIFE presents 100 common idioms or idioms that may be difficult to understand in various grammatical and situational contexts.

The lessons are presented in a consistent format of dialog, clarifying points, structure practice, comprehension, and additional practice. Each lesson is self-contained and has a strong grammatical focus.

The material is appropriate for ESL high school students and adults. The situations presented would be of interest to adults. There are few pictures to reinforce the situation in which the idiom appears. Although a glossary is provided, the student is encouraged to define the idioms independently. Provisions are made to use the idioms in oral dialogue, along with grammatical practice; however, the book assumes that students are familiar with verb tenses. There is no Teacher Edition with the text, but useful instructions are given at the beginning of the text, which are relevant to teaching the lessons. A weakness of the text is its lack of suggestions for expanded activity, or development of idioms introduced.

Readablitly level _ _ I, Grade 1 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				x
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name INTERCHANGE

B. Copyright Date 1990

C. Price Student's Book, $8.95; Teacher's Manual, $11.95; Workbook, $5.00;
Student Cassette, $14.95; Class Cassette Set (2), $27.95

D. Address Cambridge Book Company
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value It is a useful and versatile competency/grammar based ESL series.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

INTERCHANGE is a competency/grammar based ESL series. The format of the book is attractive. There are a number of activities on each page but it does not appear crowded. INTERCHANGE I is best for Level 2 or low intermediate/advanced beginners. INTERCHANGE II is best for Level 3 or high-intermediate students.

The cultural points in the books are current and exhibit good use of informal/typical speech patterns and idioms. The tapes are well paced. They use conversational language and introduce new idioms well. INTERCHANGE I gives the student the basic conversation in print. INTERCHANGE II prints the first part of the conversation in the book; then students listen to the second part on the tape only. This gives students an introduction to the speakers and topic, and then lets them listen on their own. The tape includes exercises on stress and intonation which are not included in many competency/grammar based texts. The writing and conversation exercises are good introductions for class activities and are varied. An exercise from one unit is not just repeated in the next using the new grammar point or vocabulary. The only negative aspect of this series is that there is very little explanation of grammar points; nor are there many practice exercises. In general, this is a very versatile, usable series.

Readability level _ _ I, Grade 3 (Fry) - Interchange I
Readability level _ _ II, Grade 6 (Fry) - Interchange II

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name IN THE KNOW: THE INFORMATIONAL READING SERIES

B. Copyright Date 1987

C. Price Teacher's Guide, $4.00; Books 1-4, $3.75 each

D. Address New Readers Press
1320 Jamesville Avenue Box 131
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value The set of workbooks is good value for the dollar. The material deals with readings based on life and practical issues.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

Students in literacy level ESL will enjoy the readings. The passages in Book I may be too easy for some students but serve to validate their growing grasp of the English language. For others, the readings are a challenge. In all cases, the book stimulates discussion and allows the class members to exercise their reading, writing, listening and speaking skills.

The series is recommended for instructional use in a beginning level ESL class, and to complement a varied curriculum.

Readability level _ _ I, Grade 2 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified			x	
7. Materials have been field-tested			x	
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LADO ENGLISH SERIES

B. Copyright Date 1989 New Edition

C. Price Entire Program, $713.00; If ordered individually,
Student book, $6.50; Workbook, $4.50

D. Address Prentice Hall, Inc.
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The series of six ESL books has carefully graded levels which stresses communicative skills by introducing and practicing language structures in natural, meaningful contexts.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook x

C. Teacher's Guide x

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

In Book 1 the present tense is introduced. Book 2 focuses on work and leisure. It introduces the future tense with going to, and the simple past and past progressive tenses. Book 3 centers on asking for, and giving information, requesting and offering help, and introduces the infinitive, modal auxiliaries, the comparative and superlative degrees, Book 4 deals with discussion of topics that are of personal interest, and introduces complex sentences and use of the present perfect tense. Books 5 and 6 consist of activities such as role-playing, discussion, vocabulary building, reading comprehension, and writing.

Lessons are enlivened by illustrations and structure diagrams of language patterns. Cassettes, workbooks, and an excellent teacher's manual are available with the texts.

Readability level _ _ I, Grade 2 (Fry) - Book 1
Readability level _ _ II, Grade 5 (Fry) - Book 2
Readability level _ _ II, Grade 5 (Fry) - Book 3
Readability level _ _ II, Grade 7 (Fry) - Book 4
Readability level _ _ II, Grade 5 (Fry) - Book 5
Readability level _ _ II, Grade 7 (Fry) - Book 6

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LIFE SKILLS READING

B. Copyright Date 1990

C. Price $4.75

D. Address Scott, Foresman Company
1900 East Lake Avenue
Glenview, IL 60025-9881
Telephone: (628-4480

E. Value This book would be excellent for ESL students who need to work on life skills.

II. FORMAT OF MATERIALS

A. Book__________

B. Workbook x

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other__________

III. COMMENTS

LIFE SKILLS READING provides excellent materials for the ESL classroom. It addresses issues like writing a check, reading bus schedules, menus, and understanding newspaper want ads.

A disadvantage in using the workbook is its high readability level. Vocabulary is difficult enough for the ESL student in everyday life. It is ironic that such great life skills topics are presented as Level II material. It is appropriate for intermediate level ESL students, but will be difficult reading for beginning students. However, **LIFE SKILLS READING** could be used effectively by the teacher to student tool (one on one). The material is highly recommended.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LISTENING TO COMMUNICATE IN ENGLISH

B. Copyright Date 1991

C. Price $39.95

D. Address National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975
Telephone: (800) 323-4900

E. Value The material contains many listening activities.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook ______

C. Teacher's Guide x

D. Tape x

E. Record ______

F. Slide ______

G. Worksheet ______

H. Reading Kit ______

I. Other ______

III. COMMENTS

Disappointing! LISTENING TO COMMUNICATE IN ENGLISH seemed dry and uninteresting to the high-intermediate to advanced adult ESL students, and to the teacher who field-tested it. The conversations felt "staged" and not natural. Lesson 24, "If you don't open your mouth and answer me, I'm leaving!" for example, concerned whether a brother would help his brother type a seventy-five page paper for him. The students could have cared less. They could not imagine this situation. To the teacher's ear, the conversation was too slow and lacked feeling. The students probably did not catch this, but the conversation failed to engage their interest.

This is just one of thirty conversations, but look at some of the other titles: Lesson 8: "Does the sun ever come out in Bergen?"; Lesson 9: "I am not cut out for parachuting."; Lesson 20: "Why won't you lend me three thousand dollars?"; Lesson 23: "Are you going to buy a wheelchair or rent one?". In the above Lesson 20, one brother will not lend his other brother three thousand dollars because he wants to take a vacation in Nassau. Too many of these lessons had no relevance to the adult ESL students' lives. The exercises, as well as the conversations, lacked imagination. The students did not enjoy this text.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified			x	
7. Materials have been field-tested			x	
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			x	
10. No confusing and/or conflicting concepts			x	
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified			x	
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual			x	
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex			x	
21. Materials are relatively easy to use		x		
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced			x	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LOOK AT THE U.S.: AN ESL/CIVICS SERIES BASED ON THE FEDERAL CITIZENSHIP TEXTS

B. Copyright Date 1989

C. Price Workbooks, $5.50 each; Teacher's Guide, $6.95

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value This is a contemporary history and government book that would be an asset to any ESL class.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbooks x

C. Teacher's Guide x

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheets (in Teacher's Guide)

H. Reading Kit ____

I. Other ____

III. COMMENTS

If one considers that the suggested reading level of LOOK AT THE U.S. is Level II (for intermediate students), Book 1 of this series is not meeting the author's stated level of "students who can speak, read, and write some basic English. Students finishing ESL Level I could perhaps handle Book 1.

The six appendices are excellent U.S. History and Government material. The handout worksheets in the teacher's guide are good. There are time lines at the end of each chapter to help the student. These books would be worth using in a regular ESL class, and not only one for Citizenship.

Readability level _ _ II, Grade 8 (Fry) - Book 1
Readability level _ _ II, Grade 8 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MAY I HELP YOU?

B. Copyright Date 1987

C. Price $11.68

D. Address Addison-Wesley Publishing Company
Jocob Way
Reading, MA 01867-9984
Telephone: (617) 944-3700

E. Value The material introduces the student to English in the workplace.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This would be a useful book for a higher level ESL class. This is an English for the workplace text. It provides lessons and exercises in how to interact with the public. The book's contents include introduction to basic service encounters, handling requests for information, dealing with mistakes, complaints, and asking for a raise.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ON A ROLL!: A CONVERSATION AND LISTENING TEXT

B. Copyright Date 1991

C. Price Text, $11.00; Tape, $16.00

D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value It is a well presented, interesting, high-intermediate to advanced listening and conversation text with integrated activities.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This material is to be recommended! **ON A ROLL: A CONVERSATION AND LISTENING TEXT** is primarily a listening and conversation text with extended dialogues and cloze passage work. The text follows a group of contemporary American college students through their daily routines and overhears their using current idioms and slang, such as "chill out," "foxy," and yuck."

The general warm-up questions compare American culture and the student's own culture; for example, the supermarket and fast food in the United States are compared to food shopping and dining in other countries. From experience, food is always a good topic for comparison and conversation! Vocabulary is clear, and since the dialogues are printed in the text, students may chose to read or listen or do both. The dialogues are commendable, usually running two full pages of the text. Comprehension questions follow, plus short student writing activities with the vocabulary. Each chapter has additional suggested conversation activities and role-plays. Each chapter closes with a final project, which challenges the students to use their learning outside the classroom. For example, the final project in the chapter about the supermarket and fast food, requires the student not only to plan a menu for an entire week, but then to draw up a shopping list, and to go to the grocery store to check the prices. High-intermediate to advanced adult ESL students will enjoy working with this text. The author, Sharon Peters, is to be commended for an excellent job.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ON YOUR OWN: GRAMMAR

B. Copyright Date 1991

C. Price $8.00

D. Address Cambridge Adult Education
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This is an excellent workbook for intermediate level ESL students.

II. FORMAT OF MATERIALS

A. Book__________

B. Workbook x

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other__________

III. COMMENTS

The workbook entitled ON YOUR OWN: GRAMMAR is one of a series of workbooks geared toward developing the language skills of non-English speaking students. This particular workbook focuses on the understanding of English grammar in such a way as to be nonthreatening to the student. The workbook allows them to do this. It also allows for self-assessment, teacher assessment, and a combination of teacher and student assessment.

The authors indicate clearly what their goals and objectives are throughout the workbook. The exercises were developed for students and were field-tested successfully with them. The information is factual and for the most part neutral; however, it does not allow much room for acknowledgment of students' ethnicity to be served by this material.

The development of the materials for use by both the teacher and the student was well done. The materials include teacher guides, as well as the student handbooks. The teacher's guide is well organized. It also gives suggestions for how to work with students. The workbook is appropriate for intermediate level students.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required	x			
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ON YOUR OWN: WRITING PROCESS

B. Copyright Date 1991

C. Price $8.00

D. Address Cambridge Book Company
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This material is very good for intermediate/advanced level ESL students.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The workbook entitled **ON YOUR OWN: WRITING PROCESS** is one of a series of workbooks geared toward developing the language skills of non-English speaking students. This particular workbook focuses on the development of writing skills and is a nonthreatening workbook for students to use. It allows for trial and error on the part of the student, as well as for self-assessment, teacher assessment and a combination of teacher and student assessment.

The authors indicate clearly what their goals and objectives are throughout the workbook. The exercises were developed for students and were field-tested successfully with them. The information is factual and for the most part, neutral; however, it does not allow much room for acknowledgment of students' ethnicity to be served by this material.

The development of the materials for use by both the teacher and the student was well done. The materials include teacher guides as well as the student handbooks. The teacher's guide is well organized. It also gives suggestions for how to work with students and the workbook. The student should be at an intermediate level of understanding to use this workbook.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance			x	
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required	x			
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PHOTO DICTIONARY

B. Copyright Date 1987

C. Price

D. Address Longman, Inc.
95 Church Street
White Plains, NY 10601
Telephone: (914) 993-5000

E. Value The material is useful for teaching beginning ESL.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

PHOTO DICTIONARY by Marilyn S. Rosenthal and Daniel B. Freeman provides exposure to surroundings and life skills vocabulary for beginning ESL students. The material would fit the "whole language approach" method of teaching.

The units are self-contained and do not have to be presented in sequence. Each unit contains questions which serve as comprehension checks and also encourage conversation. The pictures have vivid colors. The pictures and graphs are of high quality and illustrate the learning experience very well. However, some of the items pictured are too small or not clearly labeled; they could be confusing to the learner.

Through the use of pictures and the simple phrasing of simulated speech, a good amount of vocabulary is introduced.

Readability level _ _ Preliteracy

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY.				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PICTURE STORIES FOR BEGINNING COMMUNICATION

B. Copyright Date 1989

C. Price $8.75

D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This workbook is for beginning ESL students, particularly those with minimal verbal skills.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

PICTURE STORIES FOR BEGINNING COMMUNICATION, is an ESL workbook that focuses on developing the English reading skills of students with minimal verbal English skills. It presents English speaking situations in a "picture book" format. Goals and objectives are identified but not necessarily followed with the proper content needed to emphasize or stress them. Assessment materials are included for the teacher and the student. The concepts and skills are presented in a logical manner and the information presented is factual. The workbook is designed for beginning ESL students.

Readability level _ _ Preliteracy

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness				
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PRACTICAL ENGLISH ACTIVITIES BOOK

B. Copyright Date 1987

C. Price $4.50

D. Address National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 606046-1975
Telephone: (800) 323-4900

E. Value Its "survival English" format and stress on speaking and listening skills make it a handy resource for beginning ESL learners.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

PRACTICAL ENGLISH ACTIVITIES BOOK by Myriam Met is a basal English material for first and second year students. The Teacher's Guide is ordered separately. The emphasis is on oral communication but listening and comprehension skills are also addressed.

The workbook contains a variety of educational activities: games, cut-and-paste projects, and coloring provide "hands-on" experiences which children will enjoy. Vocabulary concepts, and basic language structure needed to cope with the everyday aspect of living is introduced and reinforced in a meaningful way. The workbook lends itself well to teacher flexibility in accommodating the varying needs of the students. In addition to the elementary classroom, PRACTICAL ENGLISH ACTIVITIES BOOK would be an appropriate resource in an ESL family/intergenerational literacy program.

Readability level _ _ Preliteracy

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program				x
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use				x
22. Special inservice training is required	x			
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name REAL-LIFE ENGLISH SERIES

B. Copyright Date 1988

C. Price Books, $9.32 each; Workbooks, $5.96 each

D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value Use as a main textbook; grammar book can be used to supplement this or other texts.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook x

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Grammar Book

III. COMMENTS

REAL-LIFE ENGLISH is a four-level series focusing on the development of survival skills for ESL students. The well-organized text, in which the teacher's edition includes a handy two-page spread of scope and sequence for all four levels, is accompanied by a workbook and optional grammar book. Good organization extends to each unit, in that the chapter format is the same throughout.

REAL-LIFE ENGLISH is objective in its presentation of American culture. Photos are realistic, although not in color. The units have relevant themes, such as "Health Care." The reading difficulty of each book corresponds to the identified level of the material. For instance, the Preliteracy Workbook is suitable for nonreaders and beginning adult learners. The books are also manageable for students.

Manageability, however, is difficult for teachers because of the number of components. Workbooks, grammar books, and teacher's guides accompany the student's texts. Some teachers would prefer a more compact text. Some programs would opt out of the grammar component.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name SIDE BY SIDE ESL PROGRAM

B. Copyright Date 1990 Second Edition

C. Price Entire Program, $658.50; Books could be purchased individually.

D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The material actively engages ESL students in meaningful conversation within a carefully structured grammatical framework, yet provides opportunities for students to create their own conversation.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide x	H. Reading Kit
D. Tape x	I. Other Picture Cards
E. Record	

III. COMMENTS

The core of the SIDE BY SIDE program by Steven Molinsky and Bill Bliss are four textbooks, ranging from I - IV, available with corresponding Teacher's Guides, Activity Workbooks, Audiotapes, Achievement Tests, and Picture Cards. The whole program is expensive but it is possible to order textbooks separately and use only a portion of the program.

The program has a strong grammar and syntax base, introduced and reinforced through interactive guided conversation. The Teacher's Guidebook contains lesson objectives and methods to accomplish them, but the Student Textbook does not provide rationale for the material; it does not offer any preliminary information that would prepare the student. The lessons are introduced immediately.

The textbooks and activity workbooks have a clear, easy-to-use format. The lessons are interestingly presented, through the use of visual aids. The reading selections are followed by checkup exercises, with ample writing and discussion activities. Students are encouraged to create conversations with each other, in pairs--"side by side." The texts provide integrated skills practice through speaking, listening, reading, and writing activities, while focusing on correct grammar and usage.

Readability level _ _ II, Grade 5 (Fry) - Book 1 and Workbook 1
Readability level _ _ II, Grade 7 (Fry) - Books 2 to 4 and Workbooks 2 to 4

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced			x	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name SOUNDS EASY

B. Copyright Date 1983

C. Price Book, $4.25 each; Cassette, $16.00

D. Address Janus Book Publishers, Inc.
2501 Industrial Parkway, West Department F
Hayword, CA 95445

E. Value It is a reasonably priced material appropriate for beginning ESL students.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

SOUNDS EASY is a series of four worktexts with accompanying audio-cassettes, designed to introduce the beginning ESL student to the sounds of English: vowels, consonants, initial cluster, and final clusters. There are no written directions for the students; instead, the material provides latitude for the teacher to use the whole language concept of teaching ESL.

The exercises allow opportunities to listen, read, write and pronounce the new words. The format is simple; the main focus is correct pronunciation, but once the sound is learned, the teacher can use it as a springboard for learning and expanded vocabulary words.

A teacher who used the material with her students commented: "The students will learn sounds, but the illustrations of farm animals and sea lions won't immediately benefit a student in the new environment." The material is appropriate for beginning ESL students.

Readability level -- Preliteracy

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name SOUNDS AND RHYTHM

B. Copyright Date 1991

C. Price Workbook, $12.00; Cassette, $16.00

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This is excellent for self-study, contains good exercises for classwork on a pick-and-choose basis.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

SOUNDS AND RHYTHM: A PRONUNCIATION COURSE is more than pronunciation practice. It devotes half of its contents to intonation and stress. The consonant/vowel exercises are good. There are many practice exercises and these are made interesting by using story continuity.

Charts are effective, particularly the ones on tongue position for vowel and consonant sounds. Intonation and stress are not usually a problem for ESL students. They understand the cadence of the language quickly. The work usually needs to be done on stress and pronunciation of the individual words. The book can be most effective for the few students with intonation problems or for use as a self-study tool; otherwise, the book can be best utilized for practice on specific problem sounds.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases				
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name VARIATIONS: READING AND ORAL SKILLS FOR BEGINNING STUDENTS OF ESL

B. Copyright Date 1986

C. Price $10.25

D. Address Prentice Hall, Inc.
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The book is appropriate for intermediate level ESL students, not beginners.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook ______

C. Teacher's Guide x

D. Tape ______

E. Record ______

F. Slide ______

G. Worksheet ______

H. Reading Kit ______

I. Other ______

III. COMMENTS

Based on the title, this material is misleading for the book is a sophisticated reading text, with a major focus on grammar and a secondary focus on vocabulary. The book is written for adults and therefore, presents topics that would be interesting and relevant to adults. The format is repetitive, and reinforces language learning.

There are total physical response exercises, role play and discussion activities; however, the text is not well-suited for beginning ESL learners. The vocabulary, grammar exercises and skills required are beyond the grasp of Level I students. There are very few visual aids, and those which appear in the text are unexciting. The material, which is aimed at beginning level students, is too difficult to read and understand.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			x	
10. No confusing and/or conflicting concepts			x	
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required		x		
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do			x	
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE VIRGINIA STORY

B. Copyright Date 1984

C. Price $6.95

D. Address Steck Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-0515

E. Value This is a valuable book for an ESL student learning Virginia history and for an adult learner with sixth grade reading skills.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

The history of Virginia is clearly presented in a concise form. This workbook is chronologically divided into chapters, with each chapter introduced by new words. Pictures and maps, vocabulary pronunciation and meaning are in the margin beside the text to clarify the reading. There is a checkup at the end of each chapter, and final reviews on a group of chapters at the end of the book. The readings are basic information, interestingly presented with emphasis on historical persons, as well as events. This would be an excellent ESL workbook.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name VISTAS, BOOK ONE

B. Copyright Date 1992

C. Price $6.50

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The eye-catching illustrations and competency-based approach make this basic text effective for beginning adult ESL students.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook x

C. Teacher's Guide x

D. Tape x

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

VISTAS, Book One, of a two-part ESL series, presents a combination of life skills and grammatical structures for beginners. The material is competency-based. Its intended audience is adults of all ages.

The units are divided into short, easily digestible lessons. The vocabulary contains numerous up-to-date expressions. Separate grammar and communication summaries at the end of each chapter encapsulate the material. A wide geographical base of U.S. place-names provides colorful background.

Of prime importance in VISTAS, however, are the eye-catching illustrations. Charts, grocery advertisements, photocopies of newspaper classifieds and drawings are examples of the visual aids. They are ideal for the low-level student; the abundance and variety impress upon the students the necessity of becoming print-conscious.

VISTAS Book One is versatile: it encourages use of regalia and supplementary materials, and it addresses the individual student needs through personalization. The text is an appropriate choice for any adult ESL program.

Readability level _ _ I, Grade 2 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name VOICES OF FREEDOM

B. Copyright Date 1989

C. Price $6.25 each

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The material offers a concise compilation of information about U.S. government and history.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

VOICES OF FREEDOM consists of Books 1 and 2. Book I is written for Level I ESL students. The vocabulary is challenging. New words and information are presented in each chapter in a concise way, and the exercises are reinforced carefully throughout the chapter. One very effective technique is the rephrasing of questions and information in the dialogues in each chapter. Book I uses only the present tense, which increases the "teachability" of the material for Level I students.

Book II introduces the past tense. The books can be used as supplements to a regular English as a Second Language program but are excellent in preparation for citizenship tests.

Readability level _ _ I, Grade 4 (Fry) - Book 1
Readability level _ _ II, Grade 7 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials				

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE WORKING EXPERIENCE

B. Copyright Date 1991

C. Price Book, $3.75 each; Teacher's Manual, $7.50

D. Address New Reader's Press
Box 131, 120 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value This is a reading text which encourages ESL students telling about their working experiences.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

THE WORKING EXPERIENCE by Jeanne H. Smith and Harry Ringel has a number of strengths to recommend it. First, the Teacher's Manual is an excellent introduction to a variety of reading and whole language activities, including language experience stories, oral reading, directed silent reading and retelling. For someone wanting a good sense of how to use these important teaching methods, the Teacher's Manual is a good place to begin.

Second, **THE WORKING EXPERIENCE** is a set of three reading texts for low-beginning, high-beginning and low-intermediate ESL students, which use stories from other ESL students about their work experiences in the U.S., and in their native countries. This directness--ESL students reading about other ESL students--made the selections more interesting to the students, and more immediate and comparable to their own experiences.

Third, the exercises following each selection encouraged class discussion. The teacher and students really talked and wrote a lot using the reading text! Fourth, the books are a steal at a price under $4.00. Even the Teacher's Manual is only $7.50. The texts do not, however, have very demanding word study or grammar based exercises. The accompanying exercises did nothing for high-intermediate to advanced ESL students who participated in the field-test, but the readings themselves served as springboards to their own language experience stories.

Readability level _ _ I, Grade 3 (Fry) - Book 1
Readability level _ _ II, Grade 8 (Fry) - Book 2
Readability level _ _ II, Grade 6 (Fry) - Book 3

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate A Weak - W Non-applicable N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students or varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WRITE ON TO READING

B. Copyright Date 1989

C. Price

D. Address Williams-Williams Publishing
P.O. Box 2672
Menlo Park, CA 94026

E. Value It develops creative writing fluency by providing many open-ended topics for the student.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Reproducible Resource Book

III. COMMENTS

WRITE ON TO READING is a reproducible resource book of open-ended writing activities. It provides 300 pages of questions that all students will be able to build upon and develop their written and/or oral fluency skills. **WRITE ON TO READING** supplements **ACTION SEQUENCE STORIES** (Williams, 1987).

In the classroom, **WRITE ON TO READING** would be very useful for the teacher when working with ESL students. The variety of questions provides many topics to discuss and aid in the improvement of oral speaking skills. The open-ended question format also makes this workbook a useful tool for students just beginning to work on writing an essay. The questions allow for a more concise answer, letting the students concentrate on keeping on topic, rather than worry about the 250 words needed on the final GED test. The nature of this book makes it worthwhile to purchase one per class instead of one per person.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WRITING WORKOUT: A PROGRAM FOR NEW STUDENTS OF ENGLISH

B. Copyright Date 1990

C. Price $12.16

D. Address Scott, Foresman Company
1900 East Lake Avenue
Glenview, IL 60025-9881
Telephone: (800) 628-4480

E. Value It provides an introductory writing program for ESL adults.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

WRITING WORKOUT is a self-contained introductory writing program for ESL adults. It integrates writing with speaking, listening, and reading activities. The units are theme-based on adult interest topics such as "Home, Sweet Home," "Family Ties," and "Going Places."

Each unit contains activities that require the student to do prewriting, writing, and postwriting practice. In these activities, vocabulary and sentence structure development is emphasized.

There is a group activity section that allows students to work on various projects within a particular unit. The Activity Bank provides the instructor with supplemental writing exercises that can be used individually or in a group. Overall, this is a good book to use in an ESL adult course.

Readability Level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

GENERAL EDUCATIONAL DEVELOPMENT (GED)

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONTEMPORARY'S GED: LITERATURE AND THE ARTS

B. Copyright Date 1987

C. Price $3.95

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value The workbook is an excellent tool for GED preparation.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide ____

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

The GED LITERATURE AND THE ARTS book is extremely valuable in preparing students for the GED.

Especially appreciated is its focus on different aspects of reading such as inferential reading and analyzing style and structure, that many texts do not include. The variety of subject matter is very broad, up-to-date, and meaningful. This book is highly recommended.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN GED EXERCISE BOOK: LITERATURE AND THE ARTS

B. Copyright Date 1990

C. Price $4.95

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78755
Telephone: (800) 531-5015

E. Value It is a well prepared material, which encourages student-directed learning.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This GED exercise book is a wonderful addition to the ABE/GED classroom. It works well with those students who need additional practice in certain areas of the GED reading book and with those who are transitioning from Pre-GED to GED materials.

The book can be used in conjunction with the **STECK-VAUGHN LITERATURE AND THE ARTS** preparation books, but is easily transferable to other publisher's materials. It gives practice in popular and classical literature and has a section devoted to commentary on the arts.

The book includes two simulated GED tests that are full length. Each of the simulations includes an analysis chart that tells the student if he/she is ready for the GED test. Best of all, the answers are included in the book for quick self checking.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified				x
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN EXERCISE BOOK: LITERATURE AND THE ARTS

B. Copyright Date 1990

C. Price $4.95

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value The material enables the student to review and practice answering the types of Literature & Arts questions on the GED test.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

Steck-Vaughn publications are a favorite among most GED students. Most students feel this publisher does the best when preparing material for the GED bound student. This **LITERATURE AND ARTS** workbook is no exception. Cross references to the **STECK-VAUGHN GED READING: LITERATURE AND THE ARTS** and **STECK-VAUGHN GED COMPREHENSIVE REVIEW** are provided on the exercise pages.

This exercise book has both a practice section and a simulated test section. The practice section has three parts: popular literature, classical literature, and commentary on the arts. Recommended reading lists are included at the end of each practice section. The simulated test section contains two tests, each the same length as the Real Literature test with similar material.

Students with a high school reading level will find this book an extremely valuable tool when studying for the GED. Its reasonable price makes it affordable to everyone.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students or varying levels are included				x
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED - LITERATURE AND THE ARTS

B. Copyright Date 1991

C. Price $30.00

D. Address Educational Products
Corporate Building Suite 336
1000 Centerville Turnpike
Virginia Beach, VA 23463

E. Value It provides a visual and auditory practice of the GED.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape	Video	I. Other	
E. Record			

III. COMMENTS

A videocassette tape with student workbook is available for the student's use. The tape is easy to use and follow and offer GED level practice. The workbook provides a practice test before each exercise. The video reads the passages aloud for students to follow. The students answer the questions first and then are provided the answers; however, the explanations to the answers are minimal. The teacher and the students who participated in field-testing the material observed that the lessons moved at a slow pace, and that the passages were uninteresting, and the passages were uninteresting.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required		x		
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONTEMPORARY'S GED: MATHEMATICS

B. Copyright Date 1987

C. Price $3.95

D. Address Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601
Telephone: (919) 878-8434

E. Value The material allows students/adult learners preparing for the GED test to work independently.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

The teacher and students who participated in field-testing the above material found the material clear and very easy to use. The explanations and examples are simple, well illustrated and precise. Students can work independently, using CONTEMPORARY'S GED: MATHEMATICS. The workbook is highly recommended.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name GED MATH FLOYD (TAPE 1)

B. Copyright Date

C. Price $50.00

D. Address Comex Systems, Inc.
The Mill Cottage
Mendham, NJ 07945-9990

E. Value Tape #1 reacquaints students with the techniques needed to increase competencies in basic mathematics/fractions.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape Video

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

GED Math (tape #1) by Comex Systems gives an overview of the structure of the GED test. Briefly, students are given tips to enhance test-taking skills.

Three basic areas are covered: what are fractions, how to reduce fractions to their lowest terms, and adding and subtracting fractions. An instructor presents math problems via traditional white board and computer graphics. Students having the capability of stopping the program and reviewing difficult concepts, will gain the necessary skills to move on to complex math problems.

This program was designed with the remedial student in mind. Supplemental printed materials would prove to be invaluable, if provided. A drawback in using the above material is that students will not be able to evaluate their progress or mastery of the skills covered.

Readability level _ _ N/A due to the nature of the material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required			x	
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN GED EXERCISE BOOK: MATHEMATICS

B. Copyright Date 1990

C. Price $4.95

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value The book provides for self-directed learning activities.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook		G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

This GED exercise book is a wonderful addition to the ABE/GED classroom. It works well with those students who need additional practice before taking the test or with those transitioning from Pre-GED materials to GED materials. It can be used in conjunction with the **STECK-VAUGHN GED MATHEMATICS** preparation book, but is easily transferable to other publishers' materials.

The book begins with a computation pretest designed to isolate the student's weak areas. Each chapter then begins with computation practice, followed by word problems in that area. The book begins with whole number and concludes with geometry. Two simulated tests are included, that are full length. Best of all, the answers are included for quick self checking.

Readability level _ _ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified				x
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN GED MATHEMATICS

B. Copyright Date 1991

C. Price $8.80

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The material is designed to help students prepare for the GED math test.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

Utilization of this mathematics workbook will increase a student's chance of passing the GED examination. The areas covered include arithmetic, algebra, geometry, and measurement. This comprehensive workbook contains exercises requiring knowledge and skill in math concepts and applications.

The format of the exercises is specifically multiple choice. A pretest and posttest are provided to determine a student's weaknesses and strengths. Answers to the test as well as explanations of each answer are included. A potential GED test-taker will find this material helpful.

Readability level _ _ III, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED: MATH

B. Copyright Date 1991

C. Price $30.00

D. Address Educational Products
Corporate Support Building, Suite 336
100 Centerville Turnpike
Virginia Beach, VA 23463

E. Value The material is designed to improve mathematics skills in preparation for the GED test.

II. FORMAT OF MATERIALS

A. Book ____	F. Slide ____
B. Workbook x	G. Worksheet ____
C. Teacher's Guide ____	H. Reading Kit ____
D. Tape video	I. Other ____
E. Record ____	____

III. COMMENTS

Utilization of the student's workbook in correlation with the teaching video enhances the student's chance of passing the Math test on the GED. The materials introduce the GED, its expectations, and provides practice in test-taking.

The areas covered in the Math section are fractions, decimals, percentages, exponents, algebra, ratios, and geometry. The video uses real-life people in a GED math study session. GED test items are discussed with the correct answers given. The tape is stopped to allow the student the opportunity to take the practice test. Answers and explanations follow each practice test.

The material has three levels of difficulty, level A (easy) through level C (more difficult). This program would be helpful to a potential GED test-taker.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONTEMPORARY'S GED: SCIENCE

B. Copyright Date 1987

C. Price $3.95

D. Address Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601
Telephone: (919) 878-8434

E. Value This reasonably priced, well designed material will be especially helpful to a student preparing independently for the GED test.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

The format of this book makes it easy for students to use, especially the student working independently. He/she is given approaches to dealing with scientific texts (i.e., analyzing, evaluating). There are given reading passages in various subject areas such as biology and, earth science. Topics are current and of interest to a wide variety of students.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students or varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name GED EXERCISE BOOK - SCIENCE

B. Copyright Date 1990

C. Price $4.95

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value This GED material integrates an abundance of visual aids and provides answers to simulated tests for the convenience of adult learners.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This GED exercise book is a wonderful addition to the ABE/GED classroom. It works well with those students who need additional practice in one of the science subject areas, or with those transitioning from pre-GED to GED materials.

The book can be used in conjunction with the STECK-VAUGHN GED SCIENCE preparation book, but is easily transferable to other publisher's materials. The book is divided into sections on biology, earth science, chemistry and physics. It has an abundance of charts, graphs, and visuals. Two simulated tests are included, with analysis charts that tell the student when he/she is ready for the GED test. Best of all, the answers are included for quick self-checking.

Readability level _ _ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified				x
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED: SCIENCE

B. Copyright Date 1991

C. Price $30.00

D. Address Educational Products
Corporate Support Building, Suite 336
100 Centerville Turnpike
Virginia Beach, VA 23463

E. Value It is designed to improve the student's knowledge of science and skills in preparation for the GED test.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide ____

D. Tape video

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

Utilization of the student's workbook in correlation with the teaching video enhances the student's chance of passing the science test on the GED. The materials introduce the GED, its expectations, and provides practice in test-taking. The video uses real-life people in a GED Science study session. The GED rationale of questioning is explained. Practice GED test items are discussed with the correct answers given. The tape is stopped to allow the student the opportunity to take the practice test. Answers and explanations follow.

The material has three levels of difficulty, level A through C. The science questions are based on Earth Science, Life Science, Chemistry, and Physics. This program would be helpful to a potential GED test-taker.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

GOALS AND OBJECTIVES

	S	A	W	N/A
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			

VALIDITY

	S	A	W	N/A
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x

CONTENT OF MATERIALS

	S	A	W	N/A
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			

OBJECTIVITY

	S	A	W	N/A
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			

COMPONENTS AND ORGANIZATION

	S	A	W	N/A
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x

TEACHER MATERIALS

	S	A	W	N/A
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x

SUMMARY AND RECOMMENDATIONS

	S	A	W	N/A
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONSTITUTION AND GOVERNMENT OF THE UNITED STATES

B. Copyright Date 1987

C. Price $179.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value The software uses highly stimulating interactive approach to teach government and constitutional law.

II. FORMAT OF MATERIALS

A. Book
B. Workbook
C. Teacher's Guide
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other Software (Apple) four diskettes

III. COMMENTS

For adult GED students, reading at the eighth grade level and beyond, this series provides an interesting, hands-on approach to understanding complex, constitutional issues. First, students study a segment of the Constitution. Next, they are given background information and details of actual court cases. Students analyze the information and predict the outcome of the court case. Immediate feedback is given after each question. A summary of the student's progress, as well as the recommendation to review the current lesson, or go to the next one, is supplied at the end of each lesson.

The GED teacher can easily monitor student progress by using the management program found on each diskette. This material is a useful addition to the GED classroom.

Readability level __ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required		x		
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONTEMPORARY'S GED: SOCIAL STUDIES

B. Copyright Date 1987

C. Price $3.95

D. Address Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601
Telephone: (919) 878-8434

E. Value The selections are chosen for interest and relevance to the adult learner's experiences.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide ____

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

The book is good because it begins with ways for the student to handle social studies material, such as comprehending, analyzing, applying, and evaluating, and then proceeds to subject areas like history, behavioral science, etc. The reading passages are well selected for interest and relevance; students seem to find them interesting. There are suggestions for writing topics interspersed throughout the workbook, which are also useful for class discussion.

Readability level _ _ III, Grade 11 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN GED EXERCISE BOOK: SOCIAL SCIENCE

B. Copyright Date 1990

C. Price $4.95

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The material integrates an abundance of visual aids to clarify points and stimulate student learning.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook ____
C. Teacher's Guide ____
D. Tape ____
E. Record ____
F. Slide ____
G. Worksheet ____
H. Reading Kit ____
I. Other ____

III. COMMENTS

This GED exercise book is a wonderful addition to the ABE/GED classroom. It works well with those students who need additional practice in one of the social science subject areas or with those students transitioning from Pre-GED to GED materials. The book can be used in conjunction with the Steck-Vaughn GED Social Science preparation book, but is easily transferable to other publishers' materials.

The book is divided into the five social science subject areas and is full of charts, graphs, and political cartoons. Two simulated tests are included with analysis charts that tell the student when he/she is ready for the GED test. Best of all, the answers are included for quick self-checking.

Readability level _ _ III, Grade 12 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified				x
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN GED: SOCIAL STUDIES

B. Copyright Date 1991

C. Price $8.80

D. Address Steck-Vaughn Company
P.O. Box 2605
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The material is designed to help students prepare for the GED Social Studies test.

II. FORMAT OF MATERIALS

A. Book________

B. Workbook x

C. Teacher's Guide________

D. Tape________

E. Record________

F. Slide________

G. Worksheet________

H. Reading Kit________

I. Other________

III. COMMENTS

Utilization of this social studies workbook will increase a student's chance of passing the GED examination. The areas covered include United States history, geography, economics, political science, and behavioral science. The format of the exercises is specifically multiple choice. A pretest and posttest are provided to determine a student's weaknesses and strengths. A simulated GED test is given at the end. Answers to the test and explanations are included. A potential GED test and explanations are included. A potential GED test-taker will find this material helpful.

Readability level _ _ III, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED: SOCIAL STUDIES

B. Copyright Date 1991

C. Price $30.00

D. Address Educational Products
Corporate Support Building, Suite 336
100 Centerville Turnpike
Virginia Beach, VA 23463

E. Value The material is designed to improve social studies skills in preparation for the GED test.

II. FORMAT OF MATERIALS

A. Book ____
B. Workbook x
C. Teacher's Guide ____
D. Tape video
E. Record ____.
F. Slide ____
G. Worksheet ____
H. Reading Kit ____
I. Other ____
____

III. COMMENTS

Utilization of the student's workbook in correlation with the teaching video enhances the student's chance of passing the social studies test on the GED. The materials introduce the GED, its expectation, and provides practice in test-taking skills. The areas covered in the social studies section are history, economics, geography, political science, and behavioral science.

The video uses real-life people in a GED social studies study session. GED test items are discussed with the correct answers given. The tape is stopped at intervals to allow the student the opportunity to take practice tests. Answers and explanations follow each practice test.

The material has three levels of difficulty, level A (easy) through level C (more difficult). This program would be helpful to a potential GED test-taker.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONTEMPORARY'S GED: WRITING SKILLS

B. Copyright Date 1987

C. Price $3.95

D. Address Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601
Telephone: (919) 878-8434

E. Value It is a well developed material providing step-by-step practice in essay writing.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

CONTEMPORARY'S GED: WRITING SKILLS is an excellent presentation of what the student can expect on the writing skills part of the GED. It is especially strong in dealing with the essay part of the test (which students have such fear of). It gives plenty of step-by-step practice in organizing and finally, in writing the essay.

Readability level _ _ III, Grade 9 - 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name EASING INTO ESSAY

B. Copyright Date 1988

C. Price $4.00

D. Address New Readers Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value The workbook guides students step-by-step through the process of learning how to write an essay.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

EASING INTO ESSAYS jumps right into its subject matter. It may be better served by providing the student with a brief statement of purpose and review of the contents. All that is provided for the student before actual practice begins is a table of contents.

Chapter I has the student writing practice paragraphs. One model paragraph is provided. At the end of each paragraph, a grammar checklist is provided, but final review must be provided by the teacher. The students who participated in field-testing the material did not agree with some of the helpful hints such as: leaving all proofreading till finished, and rewriting your paper for a final draft. It was pointed out that the actual GED test gives a total time of 45 minutes for the essay--not enough time for a complete rewrite.

Chapter II works on writing an actual essay. Chapter III reviews proofreading an essay with a heavy emphasis on reading the essay aloud, as part of the revision technique. While this may be good for practice, it is not possible on the actual GED. Students also were not impressed by the model essays provided. Several students again expressed dismay on how this text seems to assume there is enough time for a total rewrite. It was suggested that the authors take the actual GED essay test.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts			x	
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students or varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do			x	
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN GED EXERCISE BOOK : WRITING SKILLS I-II

B. Copyright Date 1990

C. Price $4.95

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The material provides a thorough explanation of the grading system, and sample essays that are wonderful.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

These GED exercise books are a wonderful addition to the ABE/GED classroom. They work well with students who need additional practice before taking the test, or with students transitioning from Pre-GED to GED materials. They can be used in conjunction with the STECK-VAUGHN GED WRITING SKILLS preparation book, but are easily transferable to other publisher's materials.

Book One is divided into mechanics, usage and sentence structure, giving lots of practice in all of those areas. It concludes with two simulated full length tests and an analysis chart that tells the student when he/she is ready to take the test.

Book Two teaches the "planning, organizing, writing, evaluating, and revising" method approach to essay writing. It has a very thorough explanation of the grading system and sample essays that are wonderful! The book concludes with two sample topics for essays.

Readability level _ _ III, Grade 11 (Fry) - Book One
Readability level _ _ III, Grade 10 (Fry) - Book Two

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified				x
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name RIGHT TRACK WRITER: BEGINNING GED ESSAY WRITING

B. Copyright Date 1991

C. Price $4.95

D. Address Cambridge Adult Education
Prentice Hall Regents
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value It focuses on systematic approach to essay writing.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook ____
C. Teacher's Guide ____
D. Tape ____
E. Record ____

F. Slide ____
G. Worksheet ____
H. Reading Kit ____
I. Other ____

III. COMMENTS

The GED student can profitably use **RIGHT TRACK WRITER** to prepare for the writing skills GED test. First time essay writers will particularly benefit from the sequential approach to writing presented in this book. From the first chapter, where brain storming is introduced, to the final unit on proofreading, students are challenged to write longer and write more polished pieces.

Inexperienced GED teachers will appreciate the variety of writing topics suggested in the text, as well as the sample student essays and evaluations.

Both experienced and inexperienced GED teachers will find **RIGHT TRACK WRITER** an appropriate guide to teaching writing skills.

Readability level __ III, Grades 8 - 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED: WRITING

B. Copyright Date 1991

C. Price $30.00

D. Address Educational Products
Corporate Building Suite 336
1000 Centerville Turnpike
Virginia Beach, VA 23463

E. Value The material provides a visual and auditory practice of the GED.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape	video	I. Other	
E. Record			

III. COMMENTS

A videotape with student workbook is available for the student's use. The tape is easy to use and follow and offer GED level practice. The workbook provides a practice test before each exercise. The video reads the passages aloud for students to follow. The students answer the questions first and then are provided the answers; however, the explanations to the answers are minimal. The lessons move at a slow pace, and the passages are uninteresting.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required		x		
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students or varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN COMPLETE GED PREPARATION

B. Copyright Date 1992

C. Price $8.49

D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value This well developed material allows a student to independently prepare for the GED.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

Steck-Vaughn's **COMPLETE GED PREPARATION** is basically what the title indicates. There is a ten-page introduction explaining the "what, where, and how's" of the GED test itself followed by sixty-five pages of pretests and evaluations for the five areas of the GED. Each part of the GED is then presented incorporating skills and concepts needed, practice questions in the GED format, and the special "plus" of books of this kind--explanations of the correct answers.

This book/workbook does what it does well. For highly motivated, advanced readers, this book would be fine. For those not as advanced or a little "school shy" this volume's 900 page might be intimidating and not allow enough practice in many areas.

Readability level _ _ III, Grade 11 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATHEMATICS

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ARITHMETIC FOR CAREERS -- BOOK 1

B. Copyright Date 1980

C. Price

D. Address Delmar Publishers
2 Computer Drive West, Box 15-015
Albany, NY 12212
Telephone: (518) 459-1150

E. Value This textbook is designed to teach basic mathematics to remedial students.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

Students will be delighted with this textbook designed with remedial students in mind. Three areas of mathematics are covered: whole numbers, decimals and fractions.

Cartoons are used throughout the text. Students will be able to retain basic concepts that are presented in a most entertaining manner. Every motivational tool imaginable is included; such as puzzles, games, and vivid graphics.

This textbook will create many enjoyable math lessons for students who normally would find mathematics a boring subject.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name BASIC VOCATIONAL-TECHNICAL MATHEMATICS

B. Copyright Date 1985

C. Price

D. Address Delmar Publisher Inc.
2 Computer Drive West, Box 15-015
Albany, NY 12212-5015
Telephone: (518) 459-1150

E. Value This textbook is a complete mathematics program for students interested in business and industry.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

Students will find this textbook beautifully divided into seven sections: Fundamentals of Basic Mathematics, Fundamentals of Metric Measurement, Fundamentals of Electronic Calculators, Fundamentals of Applied Algebra, Fundamentals of Applied Geometry, Fundamentals of Applied Trigonometry and High Technology Applications of Mathematics.

Students will find the language and skills needed to survive in our evolving world of technology incorporated into lessons in mathematics.

This is not a program that learners can use independently. Students will need close teacher direction and instruction, in addition to using the workbook designed with this textbook in mind.

Readability level _ _ III, Grade 12 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required		x		
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ESSENTIAL MATHEMATICS FOR LIFE SERIES

B. Copyright Date 1985

C. Price Books, $4.75; Instructor's Guide, $3.50; Lifeskills Questionnaire, $3.50; Blackline Masters, $9.50

D. Address Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025-9881
Telephone: (800) 628-4480

E. Value This is an excellent series for instruction in the area of mathematics for adults.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

ESSENTIAL MATHEMATICS FOR LIFE is designed for adults with low reading levels. Life skills are incorporated within the instructional core of the series enabling students to see the relationship between mathematics and everyday activities.

This series is particularly effective with students enrolled in programs allowing individualized instruction. Students will be able to progress at their own pace, with the instructor acting as tutor. In utilizing this approach to teaching math, fewer adults should encounter the usual frustrations accompanying the adult learner.

While mastering basic math, students will also enjoy the opportunity to learn how to balance their checking accounts, make a budget, understand property tax, establish financial goals, read the stock market, etc.

This series illustrates an approach to learning, assuredly geared to the needs and interest of the adult learner.

Readability level _ _ I, Grade 3 (Fry) - Whole Numbers
Readability level _ _ II, Grade 8 (Fry) - Decimals and Fractions
Readability level _ _ II, Grade 5 (Fry) - Percents, Graphs, & Measurements
Readability level _ _ II, Grade 8 (Fry) - Basic Review, Geometry, & Algebra

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name GED MATHEMATICS

B. Copyright Date 1988

C. Price Book, $8.80; Exercise Book, $5.32

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768
Telephone: (800) 531-5015

E. Value This workbook serves as a good resource for reviewing for the GED test.

II. FORMAT OF MATERIALS

A. Book__________

B. Workbook x

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other__________

III. COMMENTS

GED MATHEMATICS is designed to meet the needs of the student in search of a quick review for the mathematic section of the GED test.

What this workbook is not is a complete mathematical program for the typical adult learner in need of motivational material geared toward individual interest. It does not contain many occupational references or life-skill exercises.

The typical adult student will need the aid of an instructor, with outside supplemental resources to adequately master the contents of this workbook. The examples are not detailed, nor as informative as needed, by adults who have been out of the classroom for a period of several years.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required	x			
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MATH IN THE WORKPLACE

B. Copyright Date 1989

C. Price $238.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This is a good tutorial program for students interested in learning how to use graphs, charts, and tables, as well as understanding the metric system.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Apple Computer Program
4 disks; manual

III. COMMENTS

MATH IN THE WORKPLACE is a series of instructional programs providing students with job-related mathematics. Upon completing the programs, students will be able to read horizontal and vertical bar graphs, pie charts and line graphs. Students will also be exposed to metric and standard conversion.

Strengths:

1. Teachers will easily be able to assess student's mastery by using the automatic management system.
2. Students will be able to select mathematics instruction from the following vocations: industrial technology, health occupations, home economics, agribusiness, agriculture, business and marketing, and business trades.
3. Students will be provided hands-on experience in creating horizontal and vertical bar graphs, pie charts, and line graphs.
4. All programs provide students with all the information needed to successfully complete the program. Students will be able to return to the instructional portion of the program as often as needed.
5. Incorrect responses are immediately followed with correct responses.

Readability level _ _ III Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MATH MASTER I & II: STRATEGIES FOR COMPUTATION AND PROBLEM SOLVING

B. Copyright Date 1989

C. Price $4.80 each

D. Address Cambridge Book Comapny
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This series provides students with instruction in solving word problems and basic mathematics.

II. FORMAT OF MATERIALS

A. Book ____	F. Slide ____
B. Workbook x	G. Worksheet ____
C. Teacher's Guide ____	H. Reading Kit ____
D. Tape ____	I. Other ____
E. Record ____	____

III. COMMENTS

MATH MASTER I is a basic program leading to mastery in the areas of whole numbers and decimals. A diagnostic test can be found at the beginning of the text. Students will be able to determine the exact chapters needed for mastery. Key ideas are boxed for greater retention. Students will also learn to use calculators to solve word problems.

MATH MASTER II continues with instruction in the areas of fractions and percents. In **BOOK II** students are exposed to word problems requiring simple logic and common sense. Students will enjoy the format of this textbook. The program was designed for self-directed learning. The instructor can spend more time operating in the capacity of tutor rather than the traditional teacher, inasmuch as the workbook encourages adult learners to work independently.

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MATH SKILLS THAT WORK: A FUNCTIONAL APPROACH FOR LIFE AND WORK

B. Copyright Date 1991

C. Price $5.50 each

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value This text is designed for the adult learner interested in competency-based basic math.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

MATH SKILLS THAT WORK: A FUNCTIONAL APPROACH FOR LIFE AND WORK, Book II is designed for the adult learner with an interest in mastering mathematical problems with decimals, fractions, percents, measurement, and data analysis. The text utilizes the interest of students to motivate them to learn basic math. Students will be exposed to math problems encountered in building trades, business, homemaking, etc.

Several sections of this text entitled "In Your Life" and "On the Job," are activities designed to elevate the student's interest level. These sections of the text relate directly to everyday life; e.g., figuring gas mileage, using measurement in home projects, and increasing recipe.

The text has something of interest to most adult learners. It is a well written practical, competency-based instructional worktext appropriate for literacy level adult students.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READ AND SOLVE MATH PROBLEMS--II

B. Copyright Date 1983

C. Price $109.00

D. Address Educational Activities Inc.
P.O. Box 392
Freeport, New York 11520
Telephone: (800) 645-3739

E. Value This program provides a quick assessment of the student's mastery of two-step word problems.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other Software, Apple II
E. Record	2 diskettes; manual

III. COMMENTS

Students will find the flexibility offered by this program to be challenging. They will be able to by-pass introductory information allowing them to access a computer generated quiz.

The questions present a challenge to intermediate and advanced students. The supplemental printed materials will prove to be a valuable asset for instructors.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students or varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READ AND SOLVE MATH PROBLEMS: FRACTIONS

B. Copyright Date 1987

C. Price $109.00

D. Address Educational Activities Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This software provides great hands-on experiences for students new to the world of two-step problems with fractions.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Software, Apple II
2 diskettes; manual

III. COMMENTS

Students will find this program restrictive. Students with a certain mastery will not be able to by-pass introductory information. Some students will want to complete the quiz only, but will not be able to skip basic information designed for more remedial students.

The supplemental materials include a pretest.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name REAL NUMBERS: DEVELOPING THINKING SKILLS IN ALGEBRA BASICS

B. Copyright Date 1991

C. Price $3.75

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value The material provides a valuable introduction to basic Algebra.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

This beginning Algebra workbook received rave reviews from adult students in beginning (basic) Algebra. They liked its design, presentation and organization. More importantly, everyone agreed the pace was perfect. No one found it overwhelming.

Each page presents one complete algebra concept. If any exercise is continued to the next page, new examples are given. The workbook is self-checking.

This workbook would be a great addition to any adult education classroom.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN GED MATHEMATICS

B. Copyright Date 1991

C. Price $8.80

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The material is designed to help students prepare for the GED math test.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

Utilization of this mathematics workbook will increase a student's chance of passing the GED examination. The areas covered include arithmetic, algebra, geometry, and measurement. This comprehensive workbook contains exercises requiring knowledge and skill in math concepts and applications.

The format of the exercises is specifically multiple choice. A pretest and posttest are provided to determine a student's weaknesses and strengths. Answers to the test, as well as explanations of each answer, are included. A potential GED test-taker will find this material helpful.

Readability level _ _ iii, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WORKING WITH NUMBERS

B. Copyright Date 1990

C. Price Book, $7.40; Teacher's Edition, $2.95

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value This text serves as a good foundation for an adult learner interested in a refresher in math.

II. FORMAT OF MATERIALS

A. Book__________

B. Workbook x

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other__________

III. COMMENTS

WORKING WITH NUMBERS is designed with the adult learner in mind. The text starts with a basic math component incorporating everyday skills of value to the adult learner (computing hourly wages & overtime, calculating salary plus commissions, understanding payroll deductions, tax preparation, investments, etc.) The adult learner is eager to acquire the mathematical skills required in the problem solving section due to the relationship between this knowledge and skill taught, and its relevancy to everyday activities.

The lessons are presented in an uncluttered, visually appealing format. Key ideas are highlighted for greater retention. Overall, the adult learners who have been out of the classroom for a period of time, will appreciate a text designed to practically approach their needs.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

PRE-GENERAL EDUCATIONAL DEVELOPMENT (PRE-GED)

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PRE-GED LITERATURE AND THE ARTS

B. Copyright Date 1992

C. Price $7.96

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value The text uses an integrated approach to teaching and reviewing literature for the GED test.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

The book is a must! This resource offers excellent prewriting and writing activities, relevant lessons and subject matter, vocabulary, and appropriate reading level material for high-intermediate and advanced adult learners. It is presented in a simplified manner. This resource is easy to use and offers easy access to an answer key. Steck-Vaughn has successfully integrated writing with Literature. The writing activities encourage critical thinking skills.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: MATHEMATICS

B. Copyright Date 1987

C. Price 1 to 4 books, $7.96; 5 or more books, $5.97 each

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 76768
Telephone: (800) 531-5015

E. Value The book is easily used in a multilevel learning situation.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

The Steck-Vaughn Pre-GED STRATEGIES FOR SUCCESS/MATHEMATICS is one of a five book series that is welcome in any ABE/GED classroom. It helps to fill in the gap between ABE and GED materials.

The book is easily used in a learning situation where the students are at different levels. The book is designed to develop critical thinking skills. It begins with a review of whole number addition and subtraction; goes through multiplication, division, fractions, decimals, and percents; it then concludes with a short lesson on measurement. This prepares the student for transition into a GED level book. The lessons are introduced in computation form, followed by word problems. The lessons are short, and are followed by the answers and explanations. Some students who participated in field-testing the text commented that they needed more practice problems, but this seems to happen with any math book.

This book was used with both native speakers and transitional ESL students. It was equally popular with both groups.

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: SCIENCE

B. Copyright Date 1987

C. Price (1-4) $7.96, (5+) $5.97 each

D. Address Steck-Vaughn
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value While the text introduces the adult learner to the study of science, it also develops reading skills.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The Steck-Vaughn Pre-GED STRATEGIES FOR SUCCESS: SCIENCE is one of a five-book series that is welcome in any ABE/GED classroom. It helps to fill in the gap between ABE and GED materials.

The book is easily used in a learning situation where the students are at different levels. The book is designed to increase reading level. It introduces the student to the study of Biology, Earth Science, Chemistry, and Physics. At the same time, it is teaching finding the main idea, identifying contextual clues, cause and effect, and drawing conclusions. The lessons are short, followed by a clear answer and explanation page. It also exposes the student to some basic charts and graphs.

This book was used by both native speakers and transitional ESL students. The transitional ESL students seemed to particularly enjoy this book.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: SCIENCE

B. Copyright Date 1987

C. Price $8.40 each; $30.95 set

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value It is a well written material that allows the adult learner to monitor his/her progress through self tests, with answers provided.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This is one of a set of five Pre-GED books, all of which work well in an ABE/GED classroom. The book begins with a pretest that isolates areas that the student should study. It is divided into biology, chemistry, physics and earth science sections.

Each section has a special "Strategies for Success" area that concentrates on an important reading area (main idea, comprehension, cause and effect, and conclusions). The book is also interspersed with self tests so the student can quickly see progress. The posttest is followed by a skill review chart that easily used by the student. Another nice feature is the glossary of science terms at the end of the book.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PRE-GED SOCIAL STUDIES

B. Copyright Date 1992

C. Price $7.96

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value The text uses an integrated approach to teaching and reviewing Social Studies for the GED test.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The book is part of a series that is a must. This resource offers excellent prewriting activities, relevant lessons and subject matter, vocabulary, and an appropriate reading level material for intermediate and advanced adult learners. It presents graphs, charts, and maps in an effective, simplified manner. This resource is easy to use and offers easy access to an answer key.

The material is current and relevant. Steck-Vaughn has effectively combined writing practice with Social Studies.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: SOCIAL STUDIES

B. Copyright Date 1987

C. Price (1-4 copies), $7.96; (5+ copies), $5.97

D. Address Steck-Vaughn and Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value It is a well developed material that could be used by native speakers and transitional ESL students. It encourages independent student learning.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The Steck-Vaughn Pre-GED **STRATEGIES FOR SUCCESS: SOCIAL STUDIES** is one of a five-book series that is welcome in any ABE/GED classroom. It helps to fill in the gap between ABE and GED materials.

The book is easily used in a learning situation where the students are at different levels. The book is designed to increase the student's reading level. It covers Geography, Political Science, History, Economics, and Behavioral Science. This book gives an excellent and simple introduction to charts and graphs. Most importantly, the answers are included in the book for quick student self-checking. The lessons are short, followed by a self-test so that the student does not have to wait to see that he/she is progressing.

This book was used by both native speakers and transitional ESL students. It proved successful with both groups of students.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: SOCIAL STUDIES

B. Copyright Date 1987

C. Price (1-4 copies), $8.40 each; (5+ copies), $6.30 each; Set, $30.95

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, Tx 78755
[illegible] 531-5015

E. Value [illegible] source integrates the use of a variety of visual
[illegible]s.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This is one of a set of five Pre-GED books, all of which work well in an ABE/GED classroom. The book begins with a pretest that isolates areas that the student should study. It is divided into Geography, History, Political Science, Economics, and Behavioral Science sections.

Each section has a special "Strategies for Success" area that concentrates on an important reading area (main ideas, comprehension, cause and effect, and conclusions). The book is also interspersed with self-tests so that the student can quickly see progress. It has lots of charts, graphs, political cartoons, maps, and other visuals which make it a good transition to GED materials. Another nice feature is the glossary of social science terms at the end of the book.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and revised	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. [illegible] for meeting needs [illegible] are included			x	
[illegible] activities are [illegible]				x
[illegible]ATIONS				
[illegible] a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: WRITING

B. Copyright Date 1987

C. Price 1 to 4 books, $7.96; 5 or more books, $5.97

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, [illegible]
[illegible]

E. Value [illegible] be used with students of varying
[illegible] adult learner to check his/her
[illegible], with answers provided.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The Steck-Vaughn Pre-GED **STRATEGIES FOR SUCCESS: WRITING** is one of a five book series that is welcome in any ABE/GED classroom. It helps to fill in the gap between ABE and GED materials.

This book is easily used in a learning situation where the students are at different levels. The book is designed to improve critical thinking skills. It covers basic capitalization, punctuation, parts of speech, verb tenses, and how to write a clear sentence. The lessons are short and followed by a self-test so that the student can see that he/she is progressing quickly. There is even a concise glossary in the back of the book. The answers are included in the book so that the student can be his/her own checker.

This book was used by both native speakers and transitional ESL students. It was equally popular with [illegible]. The students seemed to especially appreciate the "Answers and [illegible] included in this book.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: WRITING

B. Copyright Date 1987

C. Price $8.40

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value It provides good transition to GED materials.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

This is one of a set of five Pre-GED books, all of which work well in an ABE/GED classroom. The book begins with a pretest that isolates areas that the student should study. It provides basic instruction in capitalization, punctuation, parts of speech, spelling, and writing clear sentences. It does not provide any essay writing. The "Strategies for Success" pages are useful; they are presented in the GED format. The book is a good transition to GED materials, even though it only deals with paragraphs instead of essays.

Readability _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PRE-GED: ON YOUR OWN

B. Copyright Date 1990

C. Price Video Texts, $7.00; Teacher's Guide, $1.75; Videotapes: Math, $950.00; Writing, $750.00; Reading, $650.00; Grammar, $650.00; Complete Video Program, $2,800.00; Orientation Video $25.00

D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This is a self-directed Pre-GED workbook that assist students in learning and relearning basic reading skills.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide x

D. Tape Video

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This is an expensive instructional program which consists of workbooks and videotapes in mathematics, writing, reading, and grammar. The workbooks are easy to read due to the self-guided instructions and answer key. The explanations are quite comprehensive for adult students reading at a fourth-grade level and beyond. The content contains generalized material that is both practical, yet requires high-level thinking.

The teacher and students who participated in field-testing the reading workbook recommend it for adult students who can work independently, as well as with teacher assistance.

Readability level _ _ II, Grade 7 (Fry) - Grammar Workbook
Readability level _ _ II, Grade 7 (Fry) - Mathematics Workbook
Readability level _ _ II, Grade 8 (Fry) - Reading Workbook
Readability level _ _ II, Grade 8 (Fry) - Writing Process Workbook

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

READING

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ABLEST PLUS SERIES

B. Copyright Date 1989

C. Price Book, $ $5.00

D. Address Fearon Education
500 Harbor Boulevard
Belmont, CA 94002
Telephone: (800) 877-4283

E. Value It Provides reading material relevant to daily living for ABE students.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook
C. Teacher's Guide x
D. Tape
E. Record

F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

ABLEST PLUS is a reading series which emphasizes how the individual and the community interact. There are five books. Money, health, community, jobs, and government are the major topics. The authors have presented factual and basic information. This series might be helpful for a person who comes from another culture, or someone with limited knowledge of community participation.

There are some elements of presentation that are confusing. The overall format is similar to a preprimer. Parts of pages are blank. Type is appropriate. Pictures are appropriate. Information is sequential. The confusion is in the large areas of blank spaces where information would be beneficial. For example, in the book on money, there is a section on what kind of paperwork is necessary to open an account. Pictures of checks are included, but there is no explanation as to how to fill out a check. This is one of the skills often not understood by a beginning reader. It would be appropriate to include that information where it is presented.

The most confusing element of the format is with the presentation of vocabulary. Words are darkened in type within the sentence. Definitions are at the end of each section. This requires the reader to be continually flipping pages, thus losing the flow of ideas. The words could be defined in the empty spaces, or introduced at the beginning of each section to maintain the trend of thought.

Readability level _ _ I, Grade 4 (Fry)
Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives				x
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts			x	
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced			x	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do				x
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name COMPREHENSION SKILLS

B. Copyright Date 1989

C. Price Workbook, $3.99; 5 or more, $5.32 each

D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The series uses short low-level, high-interest reading selections to improve comprehension skills.

II. FORMAT OF MATERIALS

A. Book
B. Workbook x
C. Teacher's Guide
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

Separate workbooks in this series focus on a specific reading skill. The ABE student can choose from the following titles, depending upon his/her need: Facts, Sequence, Main Idea, Context, Conclusion, and Inference. Each book begins with a short explanation of the topic and some helpful reading tips. The student then reads and is questioned about the short passages that comprise the remainder of the workbook.

The strengths in this series are as follow: First, students can isolate and work on specific reading problems. Second, it is designed for the student to work independently; third, an answer key is in the back of each book. Finally, the combination of interesting reading topics and low level vocabulary provides the student with many opportunities for success and confidence building. The teacher will need to supplement this series as it does not contain a workbook that synthesizes the skills that are taught in isolation. Nonetheless, COMPREHENSION SKILLS is a useful addition to the classroom.

Readability level _ _ I, Grade 3 (Fry) - Facts
Readability level _ _ I, Grade 4 (Fry) - Facts One
Readability level _ _ II, Grade 5 (Fry) - Facts Two
Readability level _ _ I, Grade 2 (Fry) - Sequence
Readability level _ _ II, Grade 6 (Fry) - Sequence Two
Main Idea _ _ I, Grade 2
Context One _ _ II, Grade 6
Conclusion one _ _ II, Grade 5
Conclusion Two _ _ II, Grade 6

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced			x	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction				
27. Suggestions and instructions for meeting needs of students of varying levels are included				
28. Suggestions for related learning activities are included				
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DEVELOPING READING STRATEGIES

B. Copyright Date 1991

C. Price Student Edition, $5.72 each; Teacher's Edition, $6.95; Set of 6 titles +Teacher's Edition, $49.00

D. Address Steck Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value It provides high interest developmental reading material; well presented and encourages discussion.

II. FORMAT OF MATERIALS

A. Book series of six books	F. Slide ____
B. Workbook ____	G. Worksheet ____
C. Teacher's Guide ____	H. Reading Kit ____
D. Tape ____	I. Other ____
E. Record ____	____

III. COMMENTS

This is a series of six developmental reading books for the ABE classroom: **CHALLENGES, QUESTS, VENTURES, INSIGHTS, SUMMITS** and **HORIZONS.**

These books would make a wonderful addition to any adult learning center. They are well packaged, attractive, and represent various age groups and cultures. Each book is divided into clusters, according to topic. Before any of the stories in the cluster are presented, the student is asked to make some predictions about the cluster topic and to discuss with other students their knowledge of the subject. What a great way to expand vocabulary and experiences! Questions about the topics for the stories are presented to the student before the reading, keeping the questions in the forefront of his/her thoughts as he/she reads. After the follow-up exercises are simple, direct reinforcement. The stories are of such high interest that the students want to go on to the next story. The students who participated in field-testing **DEVELOPING READING STRATEGIES** enjoyed this series. They did not view them as textbooks!

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DIASCRIPTIVE READING IN SCIENCE

B. Copyright Date 1988

C. Price $335.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value It is a self-directed reading program using short, science passages--excellent material for Level II students who have GED aspirations; focuses on vocabulary, main idea, details, inference, and sequence.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Software, Apple II
5 disks; manual

III. COMMENTS

The PreGED student (reading at level 5+) can use this program to improve his/her reading skill, while acquiring a vocabulary of scientific terms. After a short 10-minute diagnostic test, the student can begin working on material at his/her skill level in a specific area, such as main idea. Short interesting passages on topics such as weather measurement are followed by questions. The student has the option of reviewing the reading before choosing an answer. There is also a glossary of scientific terms available to the student. Based on performance, a student is either advanced to the next level, or given remedial material.

This program has several features that are advantageous for the PreGED teacher. The program is individualized and can be used independently by the student. It provides both a diagnostic test and immediate remediation if needed. There is also a management system that tracts the progress of students.

Two drawbacks to the program are as follow: 1. The questions are on a separate page from the reading. A student is more likely to refer to the reading if it appears on the same page as the question. 2. The teacher must input the student's skill level before he/she begins the lessons. It would be more convenient if this was done by the program internally; then, it would be a totally student-operated program.

As the advantages to DIASCRIPTIVE READING IN SCIENCE far outweigh its drawbacks, this program would be a useful addition to the PreGED or multilevel classroom.

Readability level N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required		x		
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DIASCRIPTIVE READING IN THE CONTENT AREA: SOCIAL STUDIES

B. Copyright Date 1989

C. Price $335.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This computer software program uses Social Studies topics to improve reading skills in specific areas.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other Software, IBM; 6 disks,
E. Record	& 6 back-ups; manual

III. COMMENTS

For the PreGED student (reading at 5.0 + level), **DIASCRIPTIVE READING IN SOCIAL STUDIES** is a valuable and interesting reading program. He or she can use this program to improve reading skills, while acquiring knowledge and a vocabulary in social studies. The following skill areas are isolated in separate reading exercises: vocabulary, main idea, details, inference, and sequence. After a short diagnostic test, the student is assigned a skill level from level 4 to level 8. Based upon the assigned skill level, appropriate reading passages are provided to the student. The student has the option of reviewing the reading prior to answering multiple choice questions. Correct answers are rewarded with positive messages. After two tries, the program supplies the correct answer and points out the appropriate passage. At the end of each unit of twelve questions, the student receives a score and is either referred to the next level, or given additional practice in his or her current level.

This program has several features that are advantageous to the teacher. First of all, the program is individualized and it can be used independently by the student. It provides both a diagnostic test and immediate remediation, if needed. There is also a management system that tracks student progress. The teacher will need to input the skill level for each student after he or she does the diagnostic tests. The program documentation is clear and easy to use. Both the computer literate and computer neophyte will find this program beneficial to the PreGED class.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required	x			
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name THE FOLLET ADULT BASIC READING COMPREHENSION PROGRAM

B. Copyright Date 1983

C. Price Book, $3.50; manual, $3.75

D. Address Follet Publishing Company
1000 West Washington Boulevard
Chicago, IL 60607
Telephone: (312) 666-4301

E. Value It is a handy, well designed resource for adult beginning readers.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The series of stories includes no formal comprehension tests. The instructional guide gives suggestions for instructional methods and lesson plans. It also has questions and activities--if the teacher chooses to use them.

Readability level _ _ I, Grade 1 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested			x	
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified				x
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name HOOKED ON PHONICS

B. Copyright Date 1988

C. Price Set, $179.95

D. Address Gateway Educational Products
1050 West Katella Avenue, Suite D
Orange, CA 92667
Telephone: (800) 544-READ

E. Value Its value would be in its use as a supplemental reading program.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook		G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape	x	I. Other	Flashcards
E. Record			

III. COMMENTS

HOOKED ON PHONICS is a widely publicized series that has sparked controversy. It consists of eight tapes, five soft covered books, and nine sets of phonetic flashcards. It is designed to be used with beginning readers on an individual basis.

The student progresses through a phonetic approach to reading by following directions given on tapes, and reading along with the tapes in a series of books. Additional practice is given. Musical background helps to provide a quick tempo. The student needs to become accustomed to the pace of the tapes. Content is suitable to adults.

HOOKED ON PHONICS is not a self-contained reading program. The series could be used as a supplement to more comprehensive reading programs. A drawback of the material is that some adult learners will not have the patience, nor the motivation to go through with lessons that consist of word lists without context.

Readability level Preliteracy/Beginning

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LAUBACH WAY TO READING

B. Copyright Date 1984

C. Price Skill Books 1&2, $3.75; Manual, $4.00; Skill Books 3&4, $5.50; Manual for #3, $6.00; Manual for #4, $7.50

D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value The material is designed for beginning readers.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide	x	H. Reading Kit	
D. Tape		I. Other	Supplemental readers
E. Record			

III. COMMENTS

1. There is no placement test. Everyone begins at level 1.
2. It does not allow student choice; does not take student goals into account; does not consider student differences.
3. It assumes phonics to be a major factor in the reading process.
4. It could be a useful way to start tutors. The teacher must help the tutor incorporate more of a whole language approach quickly!

Readability level _ _ I, Grade 1 (Fry) - Skill Book 1
Readability level _ _ I, Grade 2 (Fry) - Skill Book 2
Readability level _ _ I, Grade 3 (Fry) - Skill Book 3
Readability level _ _ II, Grade 5 (Fry) - Skill Book 4

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual			x	
18. No racial, sexual, or religious biases			x	
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance			x	
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required	x			
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do				
31. I recommend the purchase of these materials				

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MASTERING READING LIFE SERIES

B. Copyright Date 1991

C. Price Commercial Truck Driving, $7.95; Working Communications for Truck Driving, $7.95

D. Address South Western Publishing
4770 Duke Drive, Suite 200
Mason, OH 45040

E. Value It is reading resource with relevant subject material and excellent reading skill practice.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide x	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

MASTERING READING consists of four books appropriate for Level I readers. The series offers relevant prereading activities for each chapter. Each reading passage is short. A good comprehension review is at the end of each passage, as well as writing skills. Values exercise and critical thinking exercise are provided. The material is relevant and informative.

Readability level _ _ I, Grade 4

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required			x	
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name NEW BEGINNINGS IN READING

B. Copyright Date 1985

C. Price Placement Test, $1.75; Groundbreaker Exercises, $4.75 each; Books 1-8, $4.75 each; Instructor's Guide, $4.75

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value This workbook offers skill development and repetition activities for low-level readers.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide x

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other Placement tests

III. COMMENTS

This series is very good for beginning and low-level adult readers. Reading and writing activities are integrated in a contemporary manner. The exercises do not insult the adult readers, but encourage them with activities they can do successfully. The activities are divided into new words, skill building, reading selection, and writing opportunity. Supplemental exercises and answer keys are included in the back of each workbook.

The placement tests should be given one-on-one. There are posttests to determine competency. This series is worth using in all adult literacy programs.

Readability Level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name NEW PRACTICE READERS

B. Copyright Date 1988

C. Price Books A-G, $10.64 each

D. Address Phoenix Learning Resources
468 Park Avenue South
New York, NY 10016
Telephone: (800) 221-1274

E. Value It is an excellent resource for vocabulary development and guided reading practice.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

This reading series of seven books is appropriate for the intermediate student.

Each book is well organized for any student to use independently or with a group. Each story has an excellent prereading vocabulary activity. The stories are short, with interesting facts and useful information. Several stories create global awareness of cultures and problems.

An appropriate comprehension check is at the end of each reading selection. The skills tested include: checking for details, main idea, and verification of statements for correctness. As the student progresses, an integrated writing activity is available.

A self-checking key is available with each story, as well as a progress chart to track individual progress and weaknesses.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name OUR WEIRD AND WACKY WORLD

B. Copyright Date 1988

C. Price $99.95

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value Focusing on reading skills at 3-4 grade level, it emphasizes literal comprehension vocabulary.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other Apple software,
E. Record	2 disks

III. COMMENTS

Students at fourth - sixth grade reading levels, can use this computer assisted program to improve their reading skills. Students choose from 16 short (3 paragraphs maximum), humorous stories. Each story is followed by vocabulary questions, sentence scrambles, and cloze practice. After two incorrect answers are input, the program supplies the correct one. Student-input correct answer are rewarded with flashing congratulatory messages and graphics. Students must keep a written record of their progress.

This program has several drawbacks. Although the stories seem suitable for adult students, the computer graphics and some of the supplementary activity sheets are clearly designed for a younger audience. Secondly, there is no internal management system. Teachers must rely on the student to accurately record his/her own progress.

Finally, there is no diagnostic test. Although the documentation recommends this program for third - fourth grade readers, at least one story, "Crazy, Crumbling, Creations", tested considerably higher at the 5.5 reading level. (Fry)

For these reasons, **OUR WEIRD AND WACKY WORLD** is not recommended for adult education classroom use.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance			x	
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required		x		
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students or varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PHONICS

B. Copyright Date 1989

C. Price $3.99 each

D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The material provides basic beginning skills and practice, depending heavily upon teacher direction in reading and writing.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

PHONICS consists of four workbooks which are geared for teacher-directed learning. Directions at the top of each page would be unreadable to a beginning reader. Directions for two sets of exercises are given at the top of the page, rather than as needed. This presents a difficulty for a beginner, who is struggling to identify letters and picture symbols. There are no answers given in the workbook. Review pages require interaction of the teacher. All answers can only be one word. There is no allowance for creative interpretation. Stories are child-oriented. For these reasons, these books seem inappropriate for adult readers.

Skills developed are sequential and cover all basic information needed for reading. The text is well developed for elementary instruction except there is no comprehension development.

Readability level _ _ I, Grade 1 (Fry) - Book A
Readability level _ _ I, Grade 2 (Fry) - Book B
Readability level _ _ I, Grade 3 (Fry) - Book C
Readability level _ _ I, Grade 4 (Fry) - Book D

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained				x
2. Goals and objectives clearly identified				x
3. Content directed to stated goals and objectives				x
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts			x	
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PROGRAMMED READING FOR ADULTS

B. Copyright Date 1988

C. Price $11.97

D. Address Phoenix Learning Resources
468 Park Avenue South
New York, NY 10016
Telephone: (800) 323-4900

E. Value This reading program introduces and provides drills in reading skills on a sequential basis, and is best used in a tutorial setting.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide x

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

PROGRAMMED READING FOR ADULTS is a series of eight books that build, in a sequential format, reading skills. The workbooks in order are the following:

The Letters of the Alphabet, The Sounds of the Letters, From Words to Sentences, Sentence Reading, Paragraph Reading, Consecutive Paragraphs, Content Analysis, and Functional Reading. Books 1 & 2 cannot be used without the accompanying teacher's book. The remaining books have a user's explanation on the cover page; however, complete instructions are found in the teacher's manual.

The sounds of letters (phonics) are taught in isolation, such as, beginning, medial, and final sounds. This is a weakness of the program. (Phonics is best learned by adults by using word families). This series cannot be used for independent study. Workbooks 3-8 use adult-oriented themes; however, the material is printed in black and white and tends to look dull.

Readability level _ _ Preliteracy (Fry) - Books 1 & 2
Readability level _ _ I, Grade 1 (Fry) - Books 3 & 4
Readability level _ _ I, Grade 2 (Fry) - Book 5
Readability level _ _ II, Grade 5 (Fry) - Books 6 & 7
Readability level _ _ II, Grade 7 (Fry) - Book 8

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use			x	
22. Special inservice training is required		x		
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced			x	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name REACT INTERACT SITUATIONS FOR COMMUNICATION

B. Copyright Date 1991 Second Edition

C. Price $11.00

D. Address Prentice-Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This text is excellent as an icebreaker and as a vehicle for discussion that can lead to creative writing.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook
C. Teacher's Guide
D. Tape
E. Record

F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

This text contains a wide variety of topics on current subjects for class discussion. There are also topics to stimulate the imagination. There are oral interaction as well as written interaction sections. Vocabulary and word expressions are given.

Tasks included: paraphrasing, summarizing, debating pros and cons of an issue, reaching a consensus, solving a problem, answering questions, filling in blanks, completing sentences, and matching exercises. Teacher tips are given for each section.

The emphasis is on using grammar correctly rather than on giving rules and exercises to be read and completed. This can be used for an English speaking class or for a multilingual class.

Field testing this text was enjoyable for the teacher and students.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING AND CRITICAL THINKING SKILLS

B. Copyright Date 1985

C. Price $6.95 each

D. Address Educational Design, Inc.
47 West 13th Street
New York, NY 10011
Telephone: (800) 221-9372

E. Value This book defines and isolates skills to improve reading comprehension.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

READING AND CRITICAL THINKING SKILLS is a valuable tool for fine tuning reading skills for Levels II and III students. The units in the book include literal reading skills, inferential thinking skills, and evaluative thinking skills. Each section begins with a clear explanation of its purpose and supporting examples. The student is then given short passages to read, and questions to test concept understanding. The final portion of the book requires the student to put it all together in a series of ten readings. This provides the practice needed to synthesize the newly learned skills.

Both the Pre-GED and the GED teacher will find **READING AND CRITICAL THINKING SKILLS** a useful addition to their classroom.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING FOR CONCEPTS

B. Copyright Date 1988

C. Price Books A-H, $10.64 each; Teacher's Guide, $5.34

D. Address Phoenix Learning Resources
468 Church Street
New York, NY 10016
Telephone: (800) 221-1274

E. Value This is an excellent resource, providing additional reading material/practice.

II. FORMAT OF MATERIALS

A. Book ______

B. Workbook x

C. Teacher's Guide x

D. Tape ______

E. Record ______

F. Slide ______

G. Worksheet ______

H. Reading Kit ______

I. Other ______

III. COMMENTS

This reading series is appropriate for a Level II (intermediate) student. The stories are short, with factual information from the six disciplines of history, biology, economics, anthropology, mathematics and geography. The activities are designed to reinforce comprehension and thinking skills while exposing the student to factual information.

The answers/score sheets are easily accessible and easy to use. The students could work independently and at their own pace. READING FOR CONCEPTS provides an excellent resource for a classroom discussion or independent study.

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING FOR TODAY

B. Copyright Date 1987

C. Price (1-4) Books, $6.20; (5+) Books, $4.65; Manual, $5.95; (1-4) Workbooks, $4.40; (5+) Workbooks, $4.30

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value This is an excellent literacy series, well presented and applicable to real life.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook x
C. Teacher's Guide x
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

The teacher and students who field-tested **READING FOR TODAY** are of the opinion that the book is excellent and would like to use it. The books are very well explained and applicable to real life. The selections are of interest to adults. More practice to help reinforce concepts would be useful.

Readability level _ _ I, Grade 2 (Fry) - Book 1
Readability level _ _ I, Grade 2 (Fry) - Book 2
Readability level _ _ I, Grade 2-3 (Fry) - Book 3
Readability level _ _ I, Grade 3-4 (Fry) - Book 4
Readability level _ _ I, Grade 4 (Fry) - Book 5

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help				x
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READINGS IN LIFE SCIENCE: READINGS IN PHYSICAL SCIENCE

B. Copyright Date 1986

C. Price $4.50 each

D. Address Cambridge Book Company
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value This series covers the material pertinent to the GED Science test.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The GED student can independently use the science series from Cambridge to prepare for the GED Science test. The sophisticated and often complex subjects, such as genetics, are presented in an understandable and organized way. Clear illustrations enhance the explanations. Goals are highlighted at the beginning of each chapter and review questions follow the lesson. There is a glossary for quick reference of unfamiliar terms.

A disadvantage of these books is that the review questions emphasize the factual information presented. They do not challenge the student to apply or analyze concepts.

This science series, when supplemented with analytical and evaluative exercises, is appropriate for the GED classroom.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING IN THE CONTENT AREAS

B. Copyright Date 1990

C. Price Book, $6.00; Photocopy Masters, $32.00; Manual, $5.50

D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value It's not worth the money--too advanced for the average reader.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide	x	H. Reading Kit	
D. Tape		I. Other	Blackline Masters
E. Record			

III. COMMENTS

READING IN THE CONTENT AREAS can be used to introduce literature to intermediate and advanced level readers, but most students (beginning readers) would be turned off by the length of the passages, and lack of detail, such as pictures, maps, illustrations, and three books for each subject to keep up with. The teacher and students who field-tested the material do not recommend the purchase of this resource.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program				
15. Materials can be worked with independently or with minimum help				
16. Content will stimulate and challenge students				
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom				
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING IN THE CONTENT AREAS: LITERATURE I - II

B. Copyright Date 1990

C. Price $6.00 each

D. Address New Readers Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value It provides reading selections by modern writers that are appropriate for adults.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook
C. Teacher's Guide
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

This is an excellent selection of nineteenth and twentieth century American literature that a well read American should have include in his or her experience. The purpose of providing outstanding literature geared toward adult learners is achieved.

Introductions to sections are good, but there is no feedback after a story, essay, or poem. More discussion of each literary style, with conclusions, questions, and student evaluation would enhance this material.

Field testing was minimal because the group was not interested in reading.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested			x	
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			x	
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified			x	
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING IN THE WORKPLACE: BUILDING & CONSTRUCTION TRADES, UNIT 1

B. Copyright Date 1990

C. Price Program, $119.00; Set of 6 disks-Units 1-3, $295.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This computer software program uses practical high-interest topics to improve reading skills.

II. FORMAT OF MATERIALS

A. Book__________

B. Workbook__________

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other Software, Apple 2 disks; manual, reproducible activity sheets

III. COMMENTS

Students who are interested in construction or home repair find this program very useful. Topics include patching plaster, roofing a house, and fixing a broken window. Short readings are followed by questions that focus on the following areas: main idea, details, inference, and vocabulary in context. Students are given two chances to select the correct multiple choice answer. If unsuccessful, they are referred to the reading passage where the correct answer is highlighted. There is a built-in dictionary and help option. Teachers find this program easy to use. They also appreciate the twelve reproducible activity sheets found in the documentation notebook.

The program's drawbacks are that it does not have a diagnostic test and there is no progression from easiest to most difficult reading. Although it is marketed for reading levels third-fifth grade, it is probably too difficult for a student reading at third grade. Also, there are no graphics in this program. Given the topics presented, pictures would have been very useful to aid in understanding. Despite the drawbacks, this program is a welcome addition to both the ABE and workplace classrooms. It gives students reading at fourth grade plus, relevant, highly interesting material.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING SKILLS THAT WORK: A FUNCTIONAL APPROACH FOR LIFE AND WORK, BOOK 2

B. Copyright Date 1991

C. Price $5.50

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value The focus is on practical, purposeful reading. Material and problems from everyday life are used to refine reading skills.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook__________

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other__________

____

III. COMMENTS

Both Level II and Level III students benefit from the exercises in **READING SKILLS THAT WORK.** First, the readings relate to everyday problems such as following directions, prioritizing tasks, and planning a work project. Second, useful strategies, such as how to distinguish a fact from an opinion, are incorporated into each lesson. Finally, ample writing exercises and discussion topics are included to reinforce each lesson.

A teacher, particularly in a workplace setting, can use this book to illustrate the practical, relevant uses of reading beyond the classroom. Both workplace and GED teachers will find this instructional material a useful addition to the classroom.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING SKILLS THAT WORK, BOOK TWO

B. Copyright Date 1991

C. Price $5.50

D. Address Contemporary Books Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919)878-8434

E. Value The material provides strategies for interpreting reading material in the workplace.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide ____

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

This workbook is thorough in presenting reading skills which relate to the workplace. Units on interpreting written material, reasoning when you read, reasoning in life and work, reasoning strategies for tasks, and working on a team are followed by a comprehensive review. Each unit has an opening story that presents life situations, which is then followed by follow-up exercises and on-the-job activities.

The reading comprehension level for this workbook is geared toward intermediate adult learners.

The teacher and students who field-tested the material noted that the subject matter was keyed to the lettering and was easily readable. They did not appear to be crowded on the page.

Readability level _ _ II, Grade 7 & 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STORMY NIGHT STORIES

B. Copyright Date 1988

C. Price $14.95 set

D. Address New Readers Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878

E. Value It provides high interest reading to adults reading at a third or fourth grade level.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Booklets

III. COMMENTS

The series of ten booklets in the STORMY NIGHT STORIES contains high interest reading based on the mysteries of Alfred Hitchcock and Ellery Queen such as "The Stolen Romney," "Mr. Strong Picks up the Pieces," "Toasted Onions," and "Who Can You Trust." The booklets can be used for independent pleasure reading by students at the third or fourth grade level, or in conjunction with teaching new phonic skills and vocabulary.

The Teacher's Guide provides introductions to each story, vocabulary lists, and correlates the phonic skills presented in each story to LAUBACH WAY TO READING.

This series provides much needed high interest adult reading for the basic student.

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: READING

B. Copyright Date 1987

C. Price (1-4) Books, $7.96; (5+) Books, $5.97 each

D. Address Steck-Vaughn
P.O. Box 26015
Austin, Tx 78755
Telephone: (800) 531-5015

E. Value The material works well in an ABE/GED classroom.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

The Steck-Vaughn **STRATEGIES FOR SUCCESS: READING** is one of a five-book series that is welcome in any ABE/GED classroom. It helps to fill in the gap between ABE and GED materials.

The book is easily used in a learning situation where the students are at different levels. The book is designed to increase reading level and critical thinking skills. In a very basic way it covers inferences, conclusions, fact and opinion. The main idea section is very clear on choosing topic sentences and supporting details. This section is used nicely with the "Writing" book of this series. Most importantly, the book has short sections, followed by the answers. The explanation part of the answers is always clear.

This book was used by both native speakers and transitional ESL students. The teacher who field-tested the material noted that it was equally successful with both groups.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STRATEGIES FOR SUCCESS: READING

B. Copyright Date 1987

C. Price Book, $6.30; Set, $30.95

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The material works well in an ABE/GED classroom.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook ____
C. Teacher's Guide ____
D. Tape ____
E. Record ____
F. Slide ____
G. Worksheet ____
H. Reading Kit ____
I. Other ____

III. COMMENTS

This is one of a set of five PreGED books, all of which work well in an ABE/GED classroom. The book begins with a pretest that isolates areas that the student should study. Basic reading skills are covered thoroughly (vocabulary, main idea, sequencing, details, fact and opinion, inferences, and conclusions). The book is self-checking and easy to use. The posttest has a skill review chart that is very easy for the student to use. Another nice feature is the glossary of reading terms.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name SUPERSTARS IN ACTION SERIES

B. Copyright Date 1990

C. Price Workbook, $6.00

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value These workbooks would work best as a supplement to a reading program and/or for independent reading with immediate feedback.

II. FORMAT OF MATERIALS

A. Book__________

B. Workbook x

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other__________

III. COMMENTS

There are five workbooks in the SUPERSTARS IN ACTION series. Workbooks 1-2 are appropriate for Level I (geginning) learners; 3-5, for Level II (intermediate) learners. The stories appear to be of high interest ranging in topics from movie stars, T.V. stars, to sport stars. The story content is easy to follow, interesting, informative, and motivational.

The presentation of the reading skills is redundant. Each presentation covered the same seven areas throughout the series. The skills presented are comprehension, sequencing, contextual clues, drawing conclusions, facts and opinions, writing own ideas, and vocabulary development. The teacher will have to make sure that the student comprehends terms, such as "using the context" and/or "facts and opinions" for the exercises that follow the readings.

Vocabulary development is a strong point of this series. Each workbook contains a glossary of the words introduced in bold-faced type. The glossary terms are defined in an "easy to understand" sentence. The exercises for vocabulary development encourage the use of the glossary, thus enhancing dictionary skills and vocabulary development.

An answer key is provided in the back of each workbook, allowing the series to be used for independent reading and providing the student with immediate feedback.

Readability level _ _ I, Grade 5 (Fry) - Workbooks 1 & 2 Worbooks 3-5 _ _ II, 5

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			x	
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified				x
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name TIMED READING SERIES

B. Copyright Date 1989

C. Price $5.25

D. Address Jamestown Publishers
P.O. Box 9168
Providence, RI 02940

E. Value It would be useful for improving reading speed.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

TIMED READING is a series of four books from Jamestown Publishers. It allows a student to independently monitor and increase reading speed. The series would be appropriate for intermediate level students.

The reading material includes wide variety of topics. Inclusion of comprehension checks of material read when determining scores would make the book more useful. Comprehension is a vital aspect of reading. Speed is secondary to reading comprehension.

The students who participated in field-testing **TIMED READING** did not feel that the book was particularly of value to them.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name TWIST

B. Copyright Date 1989

C. Price $7.20

D. Address Jamestown Publishers
P.O. Box 9168
Providence, RI 02940

E. Value It provides interesting supplementary reading suitable for adult learners.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook		G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

The stories are quite charming--short and perky. **TWIST** offers a refreshing break from normal reading activity. It would complement the **CHALLENGER** series.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WHAT YOU NEED TO KNOW ABOUT READING COMPREHENSION & SPEED, SKIMMING, SCANNING, READING FOR PLEASURE

B. Copyright Date 1991

C. Price $6.95

D. Address National Textbook Company
4255 West Touhy Avenue
Chicago, IL 60646-1975
Telephone: (800) 323-4900

E. Value It helps students to develop better comprehension skills, along with strengthening speed, scanning & pleasure reading abilities.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook x

C. Teacher's Guide ____

D. Tape ____

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

This student workbook consists of four units and an answer key. The units are: 1) improving your understanding, 2) increasing speed, 3) skimming and scanning, and 4) reading for enjoyment. Students would be able to work with minimal teacher supervision.

Each unit is full of activities that focus on a specific unit topic. A unit review is found at the end of each unit. Though the reading level is fairly high, ninth grade, this workbook is well organized and presented.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students or varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WORDS ON THE PAGE: THE WORLD IN YOUR HANDS

B. Copyright Date 1990

C. Price $6.95 each

D. Address Harper & Row Publishers
10 East 53rd Street
New York, NY 10022
Telephone: (800) 242-7737

E. Value The resource would make a meaningful addition to the classroom; good value for the money.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook
C. Teacher's Guide x
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

Teachers have freedom to integrate videos, tapes, articles and other materials. The content consists of fiction and poetry, therefore, the idea of "conflicting concepts" does not apply.

The format varies in different books. Poems are interspersed among short stories. The material does not appear to overwhelm or intimidate. As students improve, readings become more challenging.

The teacher and students who field-tested the material would like to use these materials in the classroom. Order now!

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified				x
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name WRITE ON TO READING

B. Copyright Date 1989

C. Price

D. Address Williams-Williams Publishing
P.O. Box 2672
Menlo Park, CA 94026

E. Value It develops creative writing fluency by providing many open-ended topics for the student.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Reproducible Resource Book

III. COMMENTS

WRITE ON TO READING is a reproducible resource book of open-ended writing activities. It provides 300 pages of questions that all students will be able to build upon and develop their written and/or oral fluency skills. **WRITE ON TO READING** supplements **ACTION SEQUENCE STORIES** (Williams, 1987).

In the classroom, **WRITE ON TO READING** would be very useful for the teacher who is working with ESL students. The variety of questions provides many topics to discuss and aid in the improvement of oral speaking skills. The open-ended question format also makes this workbook a useful tool for students just beginning to work on writing an essay. The questions allow for a more concise answer, letting the students concentrate on keeping on topic, rather than worrying about the 250 words needed on the final GED test. The nature of this book makes it worthwhile to purchase one per class, instead of one per person.

Readability level _ _ II, Grade 6 (Fry)

BEST COPY AVAILABLE

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

SCIENCE/HEALTH AND NUTRITION

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name BASIC SCIENCE FOR LIVING: EARTH & LIFE SCIENCE, PHYSICAL SCIENCE

B. Copyright Date 1990

C. Price Book, $5.34 each

D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value These workbooks are readily used by students for independent study; presentation of topics is interesting.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

The new format of this Steck-Vaughn Science series is better than ever. It appealed to the teacher and students who field-tested the material because readings were short, exercises were varied (multiple-choice, fill in the blank, etc.), illustrations were adequate, and information was well presented and understandable.

Suggestions for improvement include more map work, up to the minute information (AIDS, etc.), "Careers in Science" section, "For More Information" section, "Issues in Science" section (discussing current issues under each topic presented), and doing away with a vocabulary usage section which was unpopular with students.

Readability level _ _ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name FAST TRACK SCIENCE BIOLOGY, BOOK TWO

B. Copyright Date 1990

C. Price $3.95

D. Address Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025
Telephone: (800) 628-4480

E. Value The strength of this manual is in the presentation of content.

II. FORMAT OF MATERIALS

A. Book __________

B. Workbook x

C. Teacher's Guide __________

D. Tape __________

E. Record __________

F. Slide __________

G. Worksheet __________

H. Reading Kit __________

I. Other __________

III. COMMENTS

Overall, this workbook is strongly recommended. The format was pleasing, with clear print, appropriate diagrams, and photos. Dark letters emphasize vocabulary, questions, new paragraphs, and cause and effect sections. However, one-third of most pages was blank, and the print seemed too large.

The content is appropriate for adults. Statements are simple, yet clear, and fully explained. There is a review of the preceding manual. The strength of this material is in the presentation of content. There is preview for new sections, follow-up questions, vocabulary words with definitions, evaluation checks, and minimal need for teacher assistance.

The workbook would be greatly enhanced by the use of videos and a teacher's manual.

The students in a GED class who participated in field-testing the material informed the teacher that they would like to use FAST TRACK SCIENCE BIOLOGY, instead of the book they were using.

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested			x	
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MODERN MEALS

B. Copyright Date 1990

C. Price ____________________

D. Address McGraw-Hill Book Company
Princeton Road
Highstown, NJ 08520
Telephone: (800) 334-7344

E. Value It provides instruction in all aspects of meal preparation and could serve as a text for a one or two-semester course.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook ____________
C. Teacher's Guide x
D. Tape ____________
E. Record ____________
F. Slide ____________
G. Worksheet ____________
H. Reading Kit ____________
I. Other ____________

III. COMMENTS

This is a textbook which includes a teacher's guide. It covers all aspects of nutrition, including purchasing, preparation, quality, nutrition for all age groups, laboratory testing, entertaining, manners, and more. As a text, it is appropriate for classes in home economics, but not as a language arts material, because of the subject matter.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING ABOUT SCIENCE: SKILLS AND CONCEPTS

B. Copyright Date 1990

C. Price Complete Series A-G (Includes Teacher's Manual), $65.40

D. Address Phoenix Learning Resources
468 Park Avenue
New York, NY 10157-1337
Telephone: (800) 221-1274

E. Value It is a well developed series which focuses on reading comprehension, featuring high-interest science articles on earth science, earth space, and physical science.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

For an adult ABE student this series of **READING ABOUT SCIENCE**, A-G, promotes vocabulary development, literal comprehension, interpretive comprehension, and applied comprehension. Each book in the series prepares the student by giving an explanation of the areas of science, and steps to follow in reading the book. This is given in the beginning of each book of the series. Books A-G are graded so that students can work at their own pace and level of progress.

Test exercises follow each chapter, and other learning exercises include puzzles and scientific experiments. There are many pictures and illustrations in each unit. This series could be used for self-directed learning or group learning.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name AMERICA'S STORY, BOOKS I & II

B. Copyright Date 1990

C. Price Books, $7.72 each; Teacher's Guide, $3.99

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The focus is on reading, history, studying maps, and time lines.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook		G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

Students at the fourth - sixth grade reading levels can easily master the material in **AMERICA'S STORY**. Book I covers the period from Columbus to the Civil War (1865). Book II covers 1866-1990, including the Bush presidency. The books use attractive illustrations, maps, and time lines to reinforce the readings. The lessons are short, consisting of two to four pages, and include comprehension questions and some writing exercises.

This material is limited by the omission of stated objectives, as well as an answer key; therefore, a teacher needs to purchase a teacher's guide and relay information from the guide to the student. For this reason, the material is not suitable for students who wish to study independently.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help			x	
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				
26. Provision for teacher-student interaction				
27. Suggestions and instructions for meeting needs of students of varying levels are included	section not reviewed			
28. Suggestions for related learning activities are included				
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name AMERICANA ARTICLES 1

B. Copyright Date 1987

C. Price $14.50

D. Address Newbury House
10 East 53rd Street
Highstown, NJ 08520
Telephone: (800) 628-4480

E. Value The book contains excellent discussion topics and good inference questions and vocabulary practice.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook
C. Teacher's Guide
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

This book is classed as Level II but the concepts and discussion ideas seem more appropriate for Level III ESL. **AMERICANA ARTICLES 1** offers short but interesting readings on topics pertinent to American life; i.e., television and advertising. It has excellent questions that require inference on the student's part. The articles provide good discussion questions at an adult level. This is a plus for the book as too few reading/discussion books give opportunity for either inferences or for topics that require introspective thought. For example, there is an article on shyness--is it cultural? Is it a positive or negative trait?

Vocabulary work is also good. There are exercises in each lesson requiring the student to change a word from noun, adverb, adjective and verb. This is usually confusing for ESL students and is rarely addressed in texts.

Readability level _ _ II

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONSTITUTION AND GOVERNMENT OF THE UNITED STATES

B. Copyright Date 1987

C. Price $179.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This computer software program uses highly stimulating interactive approach to teach government and constitutional law.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Software, Apple II; 3 disks, 3 backups

III. COMMENTS

For adult GED students, reading at eighth grade, this series provides an interesting, hands-on approach to understanding complex, constitutional issues. First, students study a segment of the constitution. Next, they are given background information and details of actual court cases. Students analyze the information and predict the outcome of the court case. Immediate feedback is given after each question. A summary of the student's progress, as well as the recommendation to review the current lesson or go to the next one, is supplied at the end of each lesson.

The GED teacher can easily monitor student progress by using the management program found on each diskette. This material is a useful addition to the GED classroom.

Readability level _ _ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required		x		
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DIASCRIPTIVE READING IN THE CONTENT AREA--SOCIAL STUDIES

B. Copyright Date 1989

C. Price $335.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This computer software program uses Social Studies topics to improve reading skills in specific areas.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Software-6 disks,
& 6 back-ups; manual

III. COMMENTS

For the PreGED student (reading at 5.0 + level), **DIASCRIPTIVE READING IN SOCIAL STUDIES** is a valuable and interesting reading program. He or she can use this program to improve reading skills, while acquiring knowledge and a vocabulary in social studies. The following skill areas are isolated in separate reading exercises: vocabulary, main idea, details, inference, and sequence. After a short diagnostic test, the student is assigned a skill level from level 4 to level 8. Based on the assigned skill level, appropriate reading passages are provided to the student. The student has the option of reviewing the reading prior to answering multiple choice questions. Correct answers are rewarded with positive messages. After two tries, the program supplies the correct answer and points out the appropriate passage. At the end of each unit of twelve questions, the student receives a score and is either referred to the next level, or given additional practice in his or her current level.

This program has several features that are advantageous to the teacher. First, the program is individualized and it can be used independently by the student. It provides both a diagnostic test and immediate remediation, if needed. There is also a management system that tracks student progress. The teacher will need to input the skill level for each student after he or she does the diagnostic tests. The program documentation is clear and easy to use. Both the computer literate and computer neophyte will find this program beneficial to the PreGED class.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required	x			
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name A HISTORY OF THE UNITED STATES SERIES

B. Copyright Date 1982

C. Price

D. Address Entry Publishing Co. Inc.
27 West 96th Street
New York, NY 10025

E. Value The series presents material in a factual and sequential manner.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

This is an American History series consisting of four books and two workbooks.
Book One - The Colonies in America
Book Two - The Beginning of the United States
Book Three - The Growth of the United States
Book Four - The United States and the World

Workbook One (for books 1 and 2) - From Exploration to 1860
Workbook Two (for books 3 and 4) - From the Civil War to the Present (1983 last date mentioned).

The books and workbooks are complete and factual. They are appropriate for intermediate level students. All illustrations and maps are in black and white. Students who participated in field-testing the series found the books boring, and the workbooks a little more interesting. It seemed to be a chore for them to use these books. The subject matter is the same as any American history books that are commercially published. The facts are correct; the material is presented in a sequential manner, but they are boring. The workbooks help a little.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex				x
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to, the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name IT'S THE LAW

B. Copyright Date 1991

C. Price $8.95

D. Address South-Western Publishing Company
Cincinnati, Ohio

E. Value It is a useful reference, providing answers to everyday legal questions.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

IT'S THE LAW offers pertinent information pertaining to the state and federal laws. The objective of the author is to provide information concerning the law so that a student may easily find answers to everyday legal questions without consulting a lawyer. It is written in an interesting manner with real-life situations applied to every law. Excellent and comprehensive checkpoints are offered at the end of each chapter with easy access to an answer key. Paragraphs are short and concise. An extensive glossary containing definitions of legal terms is available. Students should be able to use this resource independently.

This book is a good resource to use in conjunction with a Social Studies curriculum. The information may not be pertinent for the GED, but certainly provides helpful information.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				x
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LOOK AT THE U.S., BOOK 1

B. Copyright Date 1989

C. Price $4.95

D. Address Beaverbooks, Ltd.
195 Allstate Parkway
Valleywood Business Park
Markham, Ontario L3R 4T8

E. Value It is a good basic civics text.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide x

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

This text covers basic historical and government facts. It is based on the federal citizenship textbooks. English language skills of listening, speaking, reading, and writing are emphasized.

Tasks include reading and evaluating information, understanding new vocabulary, answering questions in a variety of ways, such as by interpreting chart, maps, word puzzles, and graphs, by writing responses in complete sentences.

This text can be used if Book 2 is too difficult for the student.

The information is stated clearly, with vocabulary listings; however, unfamiliar words are not defined; a dictionary would be required in the classroom. Teacher interaction would be necessary.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LOOK AT THE U.S., BOOK 2

B. Copyright Date 1989

C. Price $4.95

D. Address Beaverbooks, Inc.
195 Allstate Parkway
Valleywood Business Park
Markham, Ontario L3R 4T8

E. Value It is a good basic civics text.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook		G. Worksheet	
C. Teacher's Guide	x	H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

This is the third in a series developed to give basic instruction in U.S. History and Government. It is very difficult to discern the difference between this book and Book 1. The same illustrations and information are in both books. Different evaluations are given and it seems different emphasis on basically the same concepts are included. As a teacher, it would be difficult to know just by looking at the text that one is a level above the other.

Tasks include reading and evaluating information, understanding new vocabulary, answering questions in a variety of ways, such as: by interpreting charts, maps, word puzzles, and graphs; and by writing responses in complete sentences. There is a teacher's manual.

Field testing showed this text to be different from Book 1 in that it gives more space for writing answers in paragraph form than in Book 1. Clear instructions are usually given.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LOOK AT THE U.S.: AN ESL/CIVICS SERIES BASED ON THE FEDERAL CITIZENSHIP TEXTS

B. Copyright Date 1989

C. Price Workbooks, $5.50 each; Teacher's Guide, $6.95

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value This is a contemporary history and government book that would be an asset to any ESL class.

II. FORMAT OF MATERIALS

A. Book ____
B. Workbooks x
C. Teacher's Guide x
D. Tape ____
E. Record ____
F. Slide ____
G. Worksheets in Teacher's Guide
H. Reading Kit ____
I. Other ____

III. COMMENTS

If one considers that the suggested reading level of LOOK AT THE U.S. is Level II (for intermediate students), Book 1 of this series is not meeting the author's stated level of "students who can speak, read, and write some basic English. Students finishing ESL Level I could perhaps handle Book 1.

The six appendices are excellent U.S. History and Government material. The handout worksheets in the teacher's guide are good. There are time lines at the end of each chapter to help the student. These books would be worth using in a regular ESL class, and not only one for Citizenship.

Readability level _ _ II, Grade 8 (Fry) - Book 1
Readability level _ _ II, Grade 8 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name LOOK AT THE U.S., LITERACY LEVEL

B. Copyright Date 1989

C. Price $4.95

D. Address Contemporary Books, Inc.
180 North Michigan Ave
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value This text has strong appeal involving the student in becoming familiar with the basic concept of self-worth and principles of democracy.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook		G. Worksheet	
C. Teacher's Guide	x	H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

Field testing was completed with an English literate group. This text is basic in intent with simple vocabulary and pictures. The student will need at least a second or third grade knowledge of reading in English. If not, the teacher will find it necessary to provide for individual needs.

Tasks include: writing name, address, signature, sex, age; identifying places on maps; filling in charts; identifying days, months, holidays; being able to name political leaders, positions in government; learning the basics of the court system, laws, how the laws are made; and how to identify symbols.

Teacher interaction is crucial to success in using this text.

The book is not clearly illustrated. Difficult vocabulary is not explained. For a non-literate group, visual aids and field trips would greatly enhance the student's understanding.

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and revised	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help				x
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use				x
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

SOCIAL STUDIES
(GOVERNMENT, HISTORY)

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name OF THE PEOPLE U.S. HISTORY

B. Copyright Date 1991

C. Price $8.00

D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value It uses an interactive approach to teaching U.S. History suitable for both ESL and nonESL students.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook x	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

OF THE PEOPLE actively involves the student in each lesson, using a variety of learning strategies. First, the lessons are problem-based; discussion questions precede the text. Secondly, students must pull information they learn by reading short passages to complete charts, timelines, and maps. Finally, each lesson review usually involves working with a partner, using a cooperative learning approach.

Both ESL and nonESL teachers will find OF THE PEOPLE a useful text for stimulating an interest in U.S. history and improving student's speaking skills. A teacher's guide was not available for review. Answers are not located in the student book.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name OUR UNITED STATES

B. Copyright Date 1988

C. Price Book, $6.90; Workbook, $5.25; Teacher's Guide, $4.25

D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, N.Y. 13210
Telephone: (800) 448-8878

E. Value This book provides general information on all fifty states.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

OUR UNITED STATES did not receive good reviews from the students and teacher who field-tested the book. They found the format "very boring."

The fifty states are reviewed one by one, and general information is provided about each. The general outline and layout remain the same; only the title and details change. One student remarked that the book reminded her of fifty sections cut out of the encyclopedia (one on each state) and bound in one book. Everyone agreed with her.

OUR UNITED STATES would be useful for students at the intermediate reading level, who wish to read and learn general information about the United States.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program				x
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do			x	
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PRACTICING WORLD HISTORY SKILLS

B. Copyright Date 1987

C. Price $7.95

D. Address Scott, Foresman Company
1900 East Lake Avenue
Glenview, IL 60025-9881
Telephone: (800) 628- 4480

E. Value The text provides a quick overview of world history.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

This book provides a quick overview of world history for Level III (advanced) students.

The articles are short and informative. The book offers excellent vocabulary skill builders, including comprehension activities. This resource offers excellent graph and map activities that relate to the readings. The book incorporates many critical thinking skills into its lessons.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PRE-GED SOCIAL STUDIES

B. Copyright Date 1992

C. Price $7.96

D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015

E. Value The text uses an integrated approach to teaching and reviewing Social Studies for the GED test.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook
C. Teacher's Guide
D. Tape
E. Record
F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

The book is part of a series that is a must. This resource offers excellent prewriting activities, relevant lessons and subject matter, vocabulary lessons, and an appropriate reading level material geared toward adult learners. It presents graphs, charts, and maps in an effective, simplified manner. This resource is easy to use and offers easy access to an answer key.

The material is current and relevant. Steck-Vaughn has effectively combined writing practice with Social Studies.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN GED: SOCIAL STUDIES

B. Copyright Date 1991

C. Price $8.80

D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value The material is designed to help students prepare for the GED Social Studies test.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

Utilization of this social studies workbook will increase a student's chance of passing the GED examination. The areas covered include United States History, Geography, Economics, Political Science, and Behavioral Science. The format of the exercises is specifically multiple choice. A pretest and posttest are provided to determine a student's weaknesses and strengths. A simulated GED test is given at the end. Answers to the test and explanations are included. A potential GED test and explanations are included. A potential GED test-taker will find this material helpful.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name The Virginia Story

B. Copyright Date 1984

C. Price $6.95

D. Address Steck Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value This is a valuable book for an ESL student learning Virginia history, and for an adult learner with sixth grade reading skills.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

The history of Virginia is clearly presented in a concise form. This workbook is chronologically divided into chapters, with each chapter introduced by new words. Pictures and maps, vocabulary pronunciation and meaning, are in the margin beside the text to clarify the reading. There is a checkup at the end of each chapter, and final reviews on a group of chapters at the end of the book. The readings are basic information, interestingly presented with emphasis on historical persons, as well as events. This would be an excellent ESL workbook.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name VOICES OF FREEDOM

B. Copyright Date 1989

C. Price $6.25 each

D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Value The material offers a concise compilation of information about U.S. government and history.

II. FORMAT OF MATERIALS

A. Book ________

B. Workbook x

C. Teacher's Guide ________

D. Tape ________

E. Record ________

F. Slide ________

G. Worksheet ________

H. Reading Kit ________

I. Other ________

III. COMMENTS

VOICES OF FREEDOM consists of Books 1 and 2. Book I is written for Level I ESL students. The vocabulary is challenging. New words and information are presented in each chapter in a concise way, and the exercises are reinforced carefully throughout the chapter. One very effective technique is the rephrasing of questions and information in the dialogues in each chapter. Book I uses only the present tense, which increases the "teachability" of the material for Level I students.

Book II introduces the past tense. The books can be used as supplements to a regular English as a Second Language program but are excellent in preparation for citizenship tests.

Readability level _ _ I, Grade 4 (Fry) - Book 1
Readability level _ _ II, Grade 7 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials				

STUDY SKILLS AND TEST PREPARATION

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CDL STUDY BOOK SERIES: COMBINATION VEHICLES

B. Copyright Date 1990

C. Price Workbook, $4.95; Videocassette tape $39.95

D. Address Career Publishing Company
910 North Main Street
Orange, CA 92667
Telephone: (800) 854-4014

E. Value This tape is very helpful for the truck driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape Video

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The videotape and book entitled **CDL STUDY BOOK SERIES: COMBINATION VEHICLES** is published by Career. It is one of a series of multimedia aids available to prepare drivers of large trucks and high occupancy vehicles for the Commercial Driver's License examination. The purpose of the materials is clearly indicated, and the content matches the goals and objectives stated.

The book by itself is an adequate preparation material; however, in conjunction with the videotape, the material is better fathomed by both the student and the teacher. Intermediate and Advanced level students can utilize this material effectively. There are no teacher guides with this material; however, the need for such is not crucial to being able to use the material.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name COMMERCIAL DRIVER'S LICENSE TEST STUDY BOOK SERIES

B. Copyright Date 1990

C. Price 10 Book set, $59.50; $4.95 each

D. Address Career Publishing Inc.
910 North Main Street
Orange, CA 92667
Telephone: (800) 854-4014

E. Value The material provides an illustrated study guide for each section of CDL test, combined with concise information.

II. FORMAT OF MATERIALS

A. Book

B. Workbook x

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other

III. COMMENTS

The CDL study books are appropriate for students who are preparing for the written CDL test. Beginning readers can also use this series with the help of a teacher or tutor. Each book covers one section of the Commercial Driver's Test and includes practice questions, an answer key, and a glossary. The books' strengths are the illustrations on each page combined with clear, concise text.

CDL teachers who are not versed in trucking terminology find these books particularly helpful. The **HAZARDOUS MATERIALS TEST STUDY BOOK**, which clarifies and illustrates particularly complex regulations, is an invaluable guide to all CDL teachers.

This series improves the test performance of CDL students.

Readability level _ _ II, Grade 7 (Fry) - General Knowledge
Readability level _ _ III, Grade 9 (Fry) - Basic Control Skills and Road Test Book
Readability level _ _ II, Grade 8 (Fry) - Air Brakes
Readability level _ _ II, Grade 8 (Fry) - Combination Vehicles
Readability level _ _ II, Grade 8 (Fry) - CDL 104 Helpful Facts
Readability level _ _ III, Grade 9 (Fry) - Doubles/Triples
Readability level _ _ III, Grade 12 (Fry) - Hazardous Materials
Readability level _ _ II, Grade 7 (Fry) - Passenger Transport
Readability level _ _ II, Grade 7 (Fry) - Tank Vehicles

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				
8. Evaluation of materials used				
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STECK-VAUGHN COMPLETE GED PREPARATION

B. Copyright Date 1992

C. Price $8.49

D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

E. Value This well developed material allows a student to independently prepare for the GED.

II. FORMAT OF MATERIALS

A. Book x
B. Workbook x
C. Teacher's Guide
D. Tape
E. Record

F. Slide
G. Worksheet
H. Reading Kit
I. Other

III. COMMENTS

STECK-VAUGHN COMPLETE GED PREPARATION is basically what the title indicates. There is a ten-page introduction explaining the "what, where, and how's" of the GED test itself followed by sixty-five pages of pretests and evaluations for the five areas of the GED. Each part of the GED is then presented incorporating skills and concepts needed, practice questions in the GED format, and the special "plus" of books of this kind--explanations of the correct answers.

This book/workbook does what it does well. For highly motivated, advanced readers, this book would be fine. For those not as advanced or a little "school shy," this volume's 900 pages might be intimidating and not allow enough practice in many areas.

Readability level _ _ III, Grade 11 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated				
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name PASSING THE GED

B. Copyright Date 1987

C. Price $7.95

D. Address Scott Foresman
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025
Telephone: (800) 628-4480

E. Value PASSING THE GED provides the opportunity to work on all subject areas using just one book.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook	x	G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

PASSING THE GED provides a comprehensive review of all subject areas on the present GED test. All of the subject areas are combined and ready for the student to work on in this one book.

The students found the layout confusing. In Math, for example, instructions and explanations are around the outside margins while the actual exercises are found in the middle of the opened pages. It certainly did not lend itself to easy reading.

PASSING THE GED also uses lots of colored paper, a different color for each topic. Students who participated in field-testing the workbook found white paper with bold black print to be the easiest to read. Students found the use of many colors distracting. It gave the text a busy look.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified		x		
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex			x	
21. Materials are relatively easy to use			x	
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name STUDY SMARTS: HOW TO LEARN MORE IN LESS TIME

B. Copyright Date 1981

C. Price $3.56

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value The paperback provides useful information and practice in improving study habits/skills.

II. FORMAT OF MATERIALS

A. Book x	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other
E. Record	

III. COMMENTS

Studying has two parts: learning and remembering, and this book does inform and demonstrate how students can improve in these two areas.

The book is divided into two parts; each part has subtopics such as "Be Class-Smart: Go Early, Stay Late" (Learning Part) and "Roll with Your Alertness Cycles" (Remembering Part). The sub-topics are no more than two pages each.

This paperback can be used for all learners in improving their study habits within a short period of time. It is worth the effort and time to read and practice the information given in this book.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name TEST-TAKING STRATEGIES

B. Copyright Date 1981

C. Price $4.31

D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434

E. Value The material provides practical test-taking tips.

II. FORMAT OF MATERIALS

A. Book	x	F. Slide	
B. Workbook		G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	
E. Record			

III. COMMENTS

Written by the same authors of **STUDY SMARTS**, **TEST-TAKING STRATEGIES** would be a great companion book. The strategies are divided into subtopics with appendixes for students to obtain additional resources. This book does not guarantee overnight success in raising test scores, but it does teach one to be able to identify the types of tests that are given in our society such as multiple choice, oral exams, and computer scored tests.

"Test-wiseness" is the focus of this book and the authors do a good job in presenting the information to help one do well in a test.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name YOU CAN PASS THE GED

B. Copyright Date 1989

C. Price $9.95

D. Address Cliff Notes
Box 80728
Lincoln, NE 68501
Telephone: (402) 423-5050 or (800) 228-4078; Fax: (402) 423-9254

E. Value A great study guide for students studying for the GED.

II. FORMAT OF MATERIALS

A. Book ______

B. Workbook x

C. Teacher's Guide ______

D. Tape ______

E. Record ______

F. Slide ______

G. Worksheet ______

H. Reading Kit ______

I. Other ______

III. COMMENTS

YOU CAN PASS THE GED is a 569-page guide and workbook for the GED student. It is divided into two main sections. The first section introduces the student to each of the GED tests and explains: what to expect, what you should know, kinds of questions, and directions. It stresses test-taking techniques, and strategies on how to apply the techniques to different questions.

The second section has two complete sets of different practice tests for each subject. Each test can then be checked by the student. The answer key also provides explanations for why specific answers are right and others are wrong.

Students who participated in field-testing the material loved YOU CAN PASS THE GED. At only $9.95, it is a great bargain.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

TECHNOLOGY IN EDUCATION/SOFTWARE

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CONSTITUTION AND GOVERNMENT OF THE UNITED STATES

B. Copyright Date 1987

C. Price $179.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This computer software program uses highly stimulating, interactive approach to teach government and constitutional law.

II. FORMAT OF MATERIALS

A. Book x

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Software, Apple II; 3 disks, 3 backups

III. COMMENTS

For adult GED students, reading at eighth grade level, this series provides an interesting, hands-on approach to understanding complex, constitutional issues. First, students study a segment of the constitution. Next, they are given background information and details of actual court cases. Students analyze the information and predict the outcome of the court case. Immediate feedback is given after each question. A summary of the student's progress, as well as the recommendation to review the current lesson or go to the next one, is supplied at the end of each lesson.

The GED teacher can easily monitor student progress by using the management program found on each diskette. This material is a useful addition to the GED classroom.

Readability level _ _ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used			x	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required		x		
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CDL PRE-TRIP INSPECTION: SCHOOL BUS

B. Copyright Date 1990

C. Price $9.00

D. Address Department of Motor Vehicles
2300 West Broad Street
Richmond, VA 23221
Telephone: (800) 223-8782 or (800) 237-0178

E. Value This tape is very helpful for the school bus driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook ____

C. Teacher's Guide ____

D. Tape Video

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

The videotape, CDL PRE-TRIP INSPECTION: SCHOOL BUS, identifies goals and objectives, and for the most part, meets the needs of both the teacher and the students. All concepts and skills are adequately addressed but the student will need assistance from a teacher to help interpret some of the information.

As a training tape for school bus drivers, it does what it should. It introduces concepts and skills, identifies major points, and holds the attention of the student.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

GOALS AND OBJECTIVES

	S	A	W	N/A
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		

VALIDITY

	S	A	W	N/A
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		

CONTENT OF MATERIALS

	S	A	W	N/A
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program				x
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		

OBJECTIVITY

	S	A	W	N/A
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x

COMPONENTS AND ORGANIZATION

	S	A	W	N/A
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x

TEACHER MATERIALS

	S	A	W	N/A
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x

SUMMARY AND RECOMMENDATIONS

	S	A	W	N/A
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials				

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name CDL PRE-TRIP INSPECTION: TRANSIT BUS

B. Copyright Date 1990

C. Price $9.00

D. Address Department oF Motor Vehicles
2300 West Broad Street
Richmond, VA 23221
Telephone: (800) 223-8782 or (800) 237-0178

E. Value This tape is very helpful for the commercial bus driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

A. Book ____

B. Workbook ____

C. Teacher's Guide ____

D. Tape Video

E. Record ____

F. Slide ____

G. Worksheet ____

H. Reading Kit ____

I. Other ____

III. COMMENTS

The videotape CDL PRE-TRIP INSPECTION: TRANSIT BUS, is available for people who plan to drive, mass transit buses. This video was adequate in terms of its goals and objectives being clearly stated and identified. Ways of assessing student achievement were not available; therefore, the teacher and students would be left to develop their own methods of evaluation. The materials were developed in a step-by-step fashion and could be followed independently by an advanced student. The focus of this film, transit bus inspection, is not a transferable lesson for people learning how to drive a school bus. It is not advisable to use this tape in conjunction with the training video used for school bus drivers even though the drivers, in a sense, are working for a mass transit system.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program				x
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Suggestions for related learning activities are included				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials				

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DEVELOPING BASIC WRITING SKILLS

B. Copyright Date 1986

C. Price $79.00 each; $149.00 set

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This software completely explains the elements of writing, with entertaining exercises.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Apple II software, with manual and two diskettes

III. COMMENTS

If students could use this program to actually write, unlimited benefits could have been derived; instead, the program limits the user to basic memorization skills. Additional flexibility could have been utilized.

This program was designed for remedial students at sixth to ninth grade reading levels. Instructors will find the supplemental materials useful in actual writing exercises.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required			x	
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DIASCRIPTIVE READING IN SCIENCE

B. Copyright Date 1988

C. Price $335.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value It is a self-directed reading program using short science passages--excellent material for Level II students who have GED aspirations; focuses on vocabulary, main idea, details, inference, and sequence.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape	I. Other Apple II software; 5 disks and manual
E. Record	

III. COMMENTS

The Pre-GED student (reading at level 5+) can use this program to improve his/her reading skill, while acquiring a vocabulary of scientific terms. After a short 10-minute diagnostic test, the student can begin working on material at his/her skill level in a specific area, such as main idea. Short interesting passages on topics such as weather measurement are followed by questions. The student has the option of reviewing the reading before choosing an answer. There is also a glossary of scientific terms available to the student. Based on performance, a student is either advanced to the next level or given remedial material.

This program has several features that are advantageous for the Pre-GED teacher. The program is individualized and can be used independently by the student. It provides both a diagnostic test and immediate remediation, if needed. There is also a management system that tracks the progress of students.

Two drawbacks to the program are as follow: 1. The questions are on a separate page from the reading. A student is more likely to refer to the reading, if it appears on the same page as the question. 2. The teacher must input the student's skill level before he/she begins the lessons. It would be more convenient if this was done by the program internally; then, it would be a totally student-operated program.

As the advantages to DIASCRIPTIVE READING IN SCIENCE far outweigh its drawbacks, this program would be a useful addition to the Pre-GED or multilevel classroom.

Readability level N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required		x		
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name DIASCRIPTIVE READING IN THE CONTENT AREA--SOCIAL STUDIES

B. Copyright Date 1989

C. Price $335.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This computer software program uses Social Studies topics to improve reading skills in specific areas.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other IBM software; 6 disks,
& 6 back-ups; manual

III. COMMENTS

For the pre-GED student (reading at 5.0 + level), **DIASCRIPTIVE READING IN SOCIAL STUDIES** is a valuable and interesting reading program. He or she can use this program to improve reading skills while acquiring knowledge and a vocabulary in social studies. The following skill areas are isolated in separate reading exercises: vocabulary, main idea, details, inference, and sequence. After a short diagnostic test, the student is assigned a skill level from level 4 to level 8. Based on the assigned skill level, appropriate reading passages are provided to the student. The student has the option of reviewing the reading prior to answering multiple choice questions. Correct answers are rewarded with positive messages. After two tries, the program supplies the correct answer and points out the appropriate passage. At the end of each unit of twelve questions, the student receives a score and is either referred to the next level, or given additional practice in his or her current level.

This program has several features that are advantageous to the teacher. First, the program is individualized, and can be used independently by the student. It provides both a diagnostic test and immediate remediation, if needed. There is also a management system that tracks student progress. The teacher will need to input the skill level for each student after he or she does the diagnostic tests. The program documentation is clear and easy to use. Both the computer literate and computer neophyte will find this program beneficial to the Pre-GED class.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required	x			
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name GED MATH FLOYD, TAPE 1

B. Copyright Date

C. Price $50.00

D. Address Comex Systems, Inc.
The Mill Cottage
Mendham, NJ 07945-9990

E. Value Tape #1 reacquaints students with the techniques needed to increase competencies in basic mathematics/fractions.

II. FORMAT OF MATERIALS

A. Book	F. Slide
B. Workbook	G. Worksheet
C. Teacher's Guide	H. Reading Kit
D. Tape Video	I. Other
E. Record	

III. COMMENTS

GED MATH, Tape 1 by Comex Systems gives an overview of the structure of the GED test. Briefly, students are given tips to enhance test-taking skills.

Three basic areas are covered: what are fractions, how to reduce fractions to their lowest terms, and adding and subtracting fractions. An instructor presents math problems via traditional white board and computer graphics. Students having the capability of stopping the program and reviewing difficult concepts, will gain the necessary skills to move on to complex math problems.

This program was designed with the remedial student in mind. Supplemental printed materials would prove to be invaluable, if provided. A drawback in using the above material is that students will not be able to evaluate their progress or mastery of the skills covered.

Readability level _ _ N/A due to the nature of the material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required			x	
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name MATH IN THE WORKPLACE

B. Copyright Date 1989

C. Price $238.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This is a good tutorial program for students interested in learning how to use graphs, charts, and tables, as well as understanding the metric system.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Apple II software; 4 disks, manual

III. COMMENTS

MATH IN THE WORKPLACE is a series of instructional programs providing students with job-related mathematics. Upon completing the programs, students will be able to read horizontal and vertical bar graphs, pie charts and line graphs. Students will also be exposed to metric and standard conversion.

Strengths:
1. Teachers will easily be able to assess student's mastery by using the automatic management system.
2. Students will be able to select mathematics instruction from the following vocations; industrial technology, health occupations, home economics, agribusiness, agriculture, business and marketing, and business trades.
3. Students will be provided hands-on experience in creating horizontal and vertical bar graphs, pie charts, and line graphs.
4. All programs provide students with all the information needed to successfully complete the program. Students will be able to return to the instructional portion of the program as often as needed.
5. Incorrect responses are immediately followed with correct responses.

Readability level _ _ III Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Suggestions for related learning activities are included			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name OUR WEIRD AND WACKY WORLD

B. Copyright Date 1988

C. Price $99.95

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value Focusing on reading skills at third to fourth grade levels, it emphasizes literal comprehension vocabulary.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Software, Apple II; 2 disks

III. COMMENTS

Students at fourth to sixth grade reading levels, can use this computer-assisted program to improve their reading skills. Students choose from 16 short (3 paragraphs maximum), humorous stories. Each story is followed by vocabulary questions, sentence scrambles, and close practice. After two incorrect answers are input, the program supplies the correct one. Student-input correct answers are rewarded with flashing congratulatory messages and graphics. Students must keep a written record of their progress.

This program has several drawbacks. Although the stories seem suitable for adult students, the computer graphics and some of the supplementary activity sheets are clearly designed for a younger audience. Secondly, there is no internal management system. Teachers must rely on the student to accurately record his/her own progress.

Finally, there is no diagnostic test. Although the documentation recommends this program for third to fourth grade readers, at least one story, "Crazy, Crumbling, Creations," tested considerably higher at the 5.5 reading level (Fry).

For these reasons, OUR WEIRD AND WACKY WORLD is not recommended for adult education classroom use.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included			x	
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance			x	
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required		x		
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students or varying levels are included			x	
28. Suggestions for related learning activities are included		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom			x	
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READ AND SOLVE MATH PROBLEMS, #2

B. Copyright Date 1983

C. Price $109.00

D. Address Educational Activities Inc.
P.O. Box 392
Freeport, New York 11520
Telephone: (800) 645-3739

E. Value This program provides a quick assessment of the student's mastery of two-step word problems.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Software, Apple II;
2 diskettes; manual

III. COMMENTS

Students will find the flexibility offered by this program to be challenging. They will be able to by-pass introductory information allowing them to access a computer generated quiz.

The questions present a challenge to high-intermediate and advanced students. The supplemental printed materials will prove to be a valuable asset to instructors.

Readability level N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students or varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

WORKPLACE LITERACY

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING IN THE WORKPLACE: BUILDING & CONSTRUCTION TRADES, UNIT 1

B. Copyright Date 1990

C. Price Program, $119.00; Set of 6 disks-Units 1-3, $295.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This computer software program uses practical, high interest topics to improve reading skills.

II. FORMAT OF MATERIALS

A. Book__________

B. Workbook__________

C. Teacher's Guide__________

D. Tape__________

E. Record__________

F. Slide__________

G. Worksheet__________

H. Reading Kit__________

I. Other Apple II software; 2 disks, manual, reproducible activity sheets

III. COMMENTS

Students who are interested in construction or home repair will find this program very useful. Topics include patching plaster, roofing a house, and fixing a broken window. Short readings are followed by questions that focus on the following areas: main idea, details, inference, and vocabulary in context. Students are given two chances to select the correct multiple choice answer. If unsuccessful, they are referred to the reading passage where the correct answer is highlighted. There is a built-in dictionary and help option.

Teachers will find this program easy to use. They will also appreciate the twelve reproducible activity sheets found in the documentation notebook.

The program's drawbacks are that it does not have a diagnostic test, and there is no progression from easiest to most difficult reading. Although it is marketed for reading levels third-fifth grade, it is probably too difficult for a student reading at third grade. Also, there are no graphics in this program. Given the topics presented, pictures would have been very useful to aid in understanding.

Despite the drawbacks, this program is a welcome addition to both the ABE and workplace classrooms. It gives students reading at fourth grade plus, relevant, highly interesting material.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READ AND SOLVE MATH PROBLEMS: FRACTIONS #3

B. Copyright Date 1987

C. Price $109.00

D. Address Educational Activities Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This software provides great hands-on experiences for students new to the world of two step problems with fractions.

II. FORMAT OF MATERIALS

A. Book

B. Workbook

C. Teacher's Guide

D. Tape

E. Record

F. Slide

G. Worksheet

H. Reading Kit

I. Other Software, Apple II;
2 diskettes; manual

III. COMMENTS

Students will find this program restrictive. Students with a certain mastery will not be able to by-pass introductory information. Some students will want to complete the quiz only but will not be able to skip basic information designed for more remedial students.

The supplemental materials included provide a pretest.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced				
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom		x		
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name READING IN THE WORKPLACE: BUILDING & CONSTRUCTION TRADES, UNIT 1

B. Copyright Date 1990

C. Price Program, $119.00; Set of 6 disks-Units 1-3, $295.00

D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739

E. Value This computer software program uses practical, high interest topics to improve reading skills.

II. FORMAT OF MATERIALS

A. Book		F. Slide	
B. Workbook		G. Worksheet	
C. Teacher's Guide		H. Reading Kit	
D. Tape		I. Other	Apple II software; 2 disks, manual, reproducible activity sheets
E. Record			

III. COMMENTS

Students who are interested in construction or home repair will find this program very useful. Topics include patching plaster, roofing a house, and fixing a broken window. Short readings are followed by questions that focus on the following areas: main idea, details, inference, and vocabulary in context. Students are given two chances to select the correct multiple choice answer. If unsuccessful, they are referred to the reading passage where the correct answer is highlighted. There is a built-in dictionary and help option.

Teachers will find this program easy to use. They will also appreciate the twelve reproducible activity sheets found in the documentation notebook.

The program's drawbacks are that it does not have a diagnostic test, and there is no progression from easiest to most difficult reading. Although it is marketed for reading levels third-fifth grade, it is probably too difficult for a student reading at third grade. Also, there are no graphics in this program. Given the topics presented, pictures would have been very useful to aid in understanding.

Despite the drawbacks, this program is a welcome addition to both the ABE and workplace classrooms. It gives students reading at fourth grade plus, relevant, highly interesting material.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated			x	
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Suggestions for related learning activities are included	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		